

Connecticut Common School Journal.

Published under the direction of the Board of Commissioners of Common Schools.

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THE CONNECTICUT COMMON SCHOOL JOURNAL will continue to be published under the direction of the Board of Commissioners of Common Schools, and the editorial charge of the Secretary of the Board.

All communications intended for the Journal, may be addressed to HENRY BARNARD, 2d., Secretary of the Board of Commissioners of Common Schools, Hartford—post paid.

TERMS.

The Connecticut Common School Journal will be issued every month, making at least twelve numbers in the year, including title page and index. Each No. will contain 16 quarto pages, and the twelve numbers will make a volume of 192 pages, which will be equal to 500 octavo pages.

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In conformity with a vote of the Board, to carry out a Resolution of the last Gen. Assembly, we publish in this number the provisions of the Constitution and the Laws which relate to Common School Education. It was our intention to accompany them with an Index, and such a summary and explanation of the duties assigned to the different agents in the administration of the School System, as the fragmentary character of the law, consisting of provisions made at different times, each modifying or repealing parts of others, seem to require. The act of May, 1839, concerning schools, contains several new provisions; and modifies the old law very materially, in reference to the powers of school districts, and the powers and duties of district committees. We shall therefore carry out our original plan in some subsequent number, which together with the present number, containing the school law, will be sent to the clerk of each school society, in sufficient quantities to supply the clerk of each school district, the teacher of each common school, the clerk of the school society, and the chairman of the school visitors with a copy. No one connected with the administration of the law, need be unacquainted with their legal duties.

We would take this occasion to remind the District Committee that not a day should be lost in looking up a teacher for the winter schools. Those districts which have had good teachers before, should try to get them again. Much precious time will thus be saved to the children. When the number in attendance exceeds fifty, and perhaps forty, an assistant should be employed, and if possible, it will be well to secure the female who taught the summer school, provided she gave full satisfaction. We would strongly urge upon the committee to go into the school house, and see what can be done to make the room, the seats and desks, healthy, comfortable, and if possible, attractive to the children. If the benches are too high, saw them off. If they are without backs, have backs put on. If there is no provision for ventilation, have one or two of the windows altered so as to allow of the lowering of the upper sash, and if that cannot be done, drive a crow bar

through the ceiling. But what would be far better and is absolutely needed in more than two-thirds of the districts, let immediate steps be taken to erect a neat comfortable school house, away from the noisy thoroughfares, with two rooms, or at least a recitation room, and with all such accommodations, in doors and out of doors, which a civilized people never forgets.

We cannot close these remarks, without reminding the clergy, and all the *speaking* friends of the schools, that now is the time to remind committees and parents of their several duties; that now, before the winter schools begin, is the time to impart by public meetings, by addresses from the pulpit, by newspaper articles, by meeting the teachers and other ways to give a happy impulse to the winter schools:

An Act for the Education and Government of Children.

Children to be instructed.

SECT. 1. Be it enacted by the Senate and House of Representatives in General Assembly convened, That all parents, and those who have the care of children, shall bring them up in some honest and lawful calling or employment; and shall teach and instruct them, or cause them to be taught and instructed, to read and write, and cipher as far as the four first rules of arithmetic.

If neglected, select-men may bind them out.

SECT. 2. The select-men, in their respective towns, shall inspect the conduct of the heads of families, and if they find any who neglect the education of the children under their care, they may admonish them to attend to their duty, and if they continue to be negligent, whereby the children grow rude, stubborn and unruly, they shall, with the advice of a justice of the peace, take such children from their parents, or those who have the charge of them, and bind them out to some proper master, males till twenty-one, and females till eighteen, that they may be properly educated and brought up in some lawful calling and employment; which binding shall be valid and effectual.

Stubborn children, how to be corrected.—Proviso.

SECT. 3. Whenever any children or minors shall be stubborn and rebellious, and shall refuse to obey the commands, and resist the authority of their parents, or those who have the charge of them, then the parents, or those who have the charge of them, or any informing officer, may make complaint to two justices of the peace, in the town where the parties live, who shall have power to issue a warrant, and cause such children to be apprehended, and brought before them; and if, on due inquiry, they shall find them to be guilty, they may sentence them to be committed to the house of correction, in the town where they live, or if there be none in that town, to the common gaol in the county, to remain confined to hard labor, so long as said justices of the peace shall judge proper, not exceeding thirty days. Provided, that said justices, on the reformation of such children, may, at any time after the commitment, order their release, and return to their parents.

[Statutes, edit. 1835, p. 88.—do. 1838, p. 105.]

The following sections in relation to the Education of Children employed in Factories, will be found on p. 373 of Statutes published in 1835, and on p. 415 of the edition of 1838.

Children employed in factories to be taught reading, writing and arithmetic.

SECT. 7. The president and directors of all factories, which are now, or hereafter shall be, legally incorporated, and the proprietor or proprietors of all other manufacturing establishments in this State, shall cause that the children employed in such factory or establishment, whether bound by indenture, by

parool agreement, or in any other manner, be taught to read and write, and also that they be instructed in the four first rules of arithmetic (provided the term of their service shall be of so long duration that such instruction can be given,) and that due attention be paid to the preservation of their morals; and that they be required by their masters and employers, regularly to attend public worship.

Board of visitors.—Their duties.—Power of the county court to discharge indentures, or impose fine.

SECT. 8. The civil authority and select-men for and within such towns in which such factories or manufacturing establishments, do or may exist, or a committee by them appointed, shall be, and they are hereby constituted a board of visitors; and it shall be the duty of such board of visitors, in the month of January, annually, or at such other time or times as they shall appoint, carefully to examine, and to ascertain whether the requisitions of this act, which relates to the instruction and the preservation of the morals of the children employed as aforesaid, be duly observed: and if, on such examination, such board of visitors shall discover, that the presidents and directors of any incorporated factory, or the proprietor or proprietors of any manufacturing establishment, have neglected to perform the duties enjoined on them by this act, such board of visitors shall report such neglect to the next county court within the county within which the same shall have occurred; and thereupon, such county court shall cause the president and directors of such incorporated factory, or the proprietor or proprietors of such manufacturing establishment, to appear before such court, to answer in the premises; and if, on due inquiry, it shall be found, that such president and directors, or the proprietor or proprietors of such establishment, do not duly attend to the education of children by them respectfully employed, as is by this act required; or that due attention is not paid to preserve the morals of such children; it shall be the duty of such court, and they are hereby authorized, at their discretion, either to discharge the indentures or contracts, relating to such minors, and by which they may be bound to render services in such establishments, or they may impose such fine or forfeiture on the proprietor or proprietors of such establishment as they may consider just and reasonable: Provided the same shall not exceed the sum of \$100.

Constitution of Connecticut, Article 8.—Of Education.

SECT. 2. The fund, called the SCHOOL FUND, shall remain a perpetual fund, the interest of which shall be inviolably appropriated to the support and encouragement of the public or common schools, throughout the State, and for the equal benefit of all the people thereof. The value and amount of said fund shall, as soon as practicable, be ascertained, in such manner as the general assembly may prescribe, published, and recorded in the comptroller's office; and no law shall ever be made, authorising said fund to be diverted to any other use than the encouragement and support of public or common schools, among the several school societies, as justice and equity shall require.

An Act accepting the Deposit, &c.

SECT. 10. The interest, or income arising from the said town deposit fund, shall in each town be annually appropriated, not less than one half thereof, for the promotion of education in the common schools in such town, in such manner and proportions as such towns may direct, and the remainder for the purpose of defraying the ordinary expenses of such town, and for no other purposes. The legal voters in each town, at an annual town meeting, or at any special town meeting legally warned for that purpose, may decide whether the said remainder of said income, derived from said fund, or any part thereof, shall be appropriated in like manner for the support of common schools in such town, or whether the same or any part thereof shall be appropriated for the purpose of defraying the ordinary expenses of such town or to both of said objects, as may be deemed most beneficial to the interests of such town.

CHAPTER I.

An Act for the regulation of School Societies, and for the support of Schools.

School societies, how constituted; may hold meetings; elect officers.

SECT. 1. Be it enacted by the Senate and House of Repre-

sentatives in General Assembly convened, That all inhabitants living within the limits of ecclesiastical societies incorporated by law, shall constitute school societies, and shall annually meet some time in the months of September, October or November, or at such other time as they may judge proper, at the usual place in such society for holding meetings, or at such other place as may be designated, by a vote of the society, upon a warning and notice to be given to them, at least five days before such meeting, by the committee of the society, or if there be no committee, by the clerk; and being lawfully assembled, they shall choose a moderator, a clerk, a treasurer, and three or more of their members to be a committee, to order the affairs of the society for the year ensuing. The clerk shall take the oath prescribed by law, and shall make entries of all the votes and proceedings of the society, a copy of which, attested by him, shall be legal evidence in all courts, and he shall continue in office till another is chosen and sworn in his room; and if any person, duly appointed to an office, shall refuse to accept and execute it, he shall suffer the penalty which town officers are liable to, for not accepting an office.*

May build school-houses.

SECT. 2. School societies, in legal meeting, shall have power to lay taxes, to build and repair school-houses, and to support schools; and to make any lawful agreements, for such purposes.

May establish school districts.—Place for erecting school-houses, how fixed.

SECT. 3. Each school society shall have power to divide itself into and establish proper and necessary districts for keeping schools, and to alter them from time to time as there may be occasion; and whenever it may be necessary and convenient to form a district of two or more adjoining societies, such district may be formed by the vote of said societies, and altered or dissolved at their pleasure; and every such district shall be under the inspection and superintendence of the society where the school-house shall be situated; and when such district shall agree to build a school house, the place on which the same shall be erected, shall be fixed by a committee agreed on by said societies, upon application of said district, or any part thereof; and the committee shall return their doings, in writing, to the clerk of the society within the limits of which the place shall be fixed; which shall be recorded.†

Power to dissolve or alter incorporated districts.

SECT. 4. Every school society shall have power, on application duly made, by any district, incorporated by special act of the general assembly, lying within the local limits of such society, to dissolve or alter such district, in the same manner as if said district had been constituted by such society, in case two thirds of the inhabitants of said district, present at a legal meeting, warned for that purpose, and qualified to vote, shall agree to make such application. Whenever the parts of any district, incorporated by special act of the general assembly, shall be situated in two or more distinct school societies, such district shall not be dissolved but by the vote of each of said societies, on application to them respectively made as aforesaid.

Or annex them to other districts.

SECT. 5. Each school society shall have power to annex any district within its limits, formed by an act of the general assembly, to other adjoining districts, or to form it into two or more districts, as may be most convenient; provided, such district, in a legal meeting, shall consent to waive the benefit of the act of incorporation; and when such district shall be annexed to other adjoining districts, the funds of such district, if any there be, shall be divided as they shall agree, by a major vote, in a legal meeting; and when such district is divided into two or more districts, the funds shall be distributed in proportion to their respective lists.

May appoint a committee for each district.—His duty.

SECT. 6. Each school society, at their annual meeting, shall have power to appoint a proper person to be a committee for each school district, whose duty it shall be to manage the concerns of the district, and to provide an instructor for the school, with the assent of the district, and the approbation of the visitors of the school society.‡

* Act of 1823, section 2. Act of 1837.

† 11 C. H. 479.

‡ Act of 1835.

§ Act of 1823, section first.

Power of school districts.—Collector.—Penalty for neglect to serve.—Constables may be appointed.—Vacancies to be filled.

SECT. 7. The inhabitants of school districts, shall, in their lawful meetings, by a major vote, have power to appoint a clerk, who shall be sworn, and whose duty it shall be to make true entries of all their votes and proceedings, and to give attested copies thereof, which shall be legal evidence in all courts; to appoint a treasurer, who shall be sworn to a faithful discharge of his trust, and who shall receive all monies belonging to the district, and pay out the same to the order of the district, or the committee, and render his account annually; to make rules relative to the school-house, and to damages done the same, and to the furniture and appendages, and relative to the wood to be supplied by the inhabitants; and to compel obedience, by denying the privilege of the school to the children of those who refuse a compliance with such rules;* to build and provide a school-house; and to lay taxes, for the purpose of building and repairing, or otherwise procuring, a school-house for said district, of furnishing the house with the necessary appendages and accommodations, and of purchasing suitable ground on which to erect such school-house, and of supplying wood; and to appoint a collector to collect such taxes as by them shall be laid, who shall have the same power to levy and collect such taxes, by warrant from a justice of the peace, as collectors of town taxes have by law, and shall be responsible, in the same manner, for any neglect. And every person who shall be duly chosen, by any school district, to be a collector, and shall neglect or refuse to serve in such office, if he be able in person to execute the same, shall forfeit the sum of five dollars, to the treasurer of the school society, in which the district is located, unless he can make it appear, that he is oppressed by such appointment, and that others are unjustly exempted; any justice of the peace to hear and determine the same. And the several school societies and school districts, are authorized to appoint either of the constables of the town or towns in which such school society or district may be situated, to be collector of the taxes of such school society or district, whether said constable belong to said society or district, or not; and when any collector shall die or resign, it shall be the duty of the society or district, to appoint a collector, within three months thereafter, in the place of the one who may have died or resigned. And whenever a district shall agree to build a school-house, the place where it shall be erected, (unless the inhabitants of the district unanimously agree on the place), shall be fixed by a committee appointed by the school society for that purpose, who shall return their doings in writing to the clerk of the society, which shall be by him recorded. And all meetings of school districts shall be called by the committee thereof, appointed by the school society who shall give three days warning inclusively, to all the qualified voters living in the limits of such district, to meet at some convenient time, and at some convenient place within the district.†

Visitors of schools.

SECT. 8. Each school society shall appoint a suitable number of persons, not exceeding nine, of competent skill in letters, to be overseers, or visitors of the schools in such society, whose duty it shall be to examine the instructors, and to displace such as may be found deficient in any requisite qualification, or who will not conform to the regulations by them adopted; to superintend and direct the general instruction of the scholars; and to visit the schools twice at least, during each season for schooling; at which visitations two or more of them shall be present, when they may require from the master such exercises of the youth, as will show their proficiency in learning.

School masters must be approved by visitors.

SECT. 9. No person shall keep a district school, until he has been examined, and approved, by the visitors of the school society, to which the district belongs, and shall receive a certificate of such examination and approbation, subscribed by such visitors, or a majority of them, or by a committee consisting of not less than three of their number, to be appointed by such visitors, or a majority of them, in any of their meetings, which appointment such visitors are hereby authorized to make.

* Act of 1824.

† 4 Day 376. 11 C. R. 479. 10 C. R. 390, Act of 1823.

School of a higher order.

SECT. 10. Any school society shall have liberty, by a vote of two thirds of the inhabitants present, in a legal meeting warned for that purpose, to institute a school of higher order, for the common benefit of the society, the object of which shall be to instruct the youth in English grammar, composition, geography, and the learned languages; and no pupil shall be admitted into such school till he shall have passed through the ordinary course of instruction in the common schools, and has arrived to such maturity of years and understanding, as to be capable of pursuing the higher branches of learning in such school. And the visitors of the schools in each school society, or a majority of them, shall have power to admit such number of pupils to the school of a higher order as can conveniently be instructed in it, and in such course as will give to all an equal opportunity; and the school money shall be apportioned according to the number of scholars, between the ages of four and sixteen, that attend the school of a higher order from any district, and those that attend the common school in the same district.

School society committee to take care of the funds of the society.—Provido as to grant with special direction.

SECT. 11. The committee of each school society, or such other person or persons as such society shall appoint, shall have power to take care of all bonds, or other securities, or moneys, which have heretofore been divided and set out to such society for the benefit of schools, and now belong to the same; and of all lands and other estates, which have been granted or sequestered to the use of schools, and now belong to such society, and to loan such moneys and to lease such lands or real estate, and to take bonds, leases, or other securities to themselves and their successors in office, for the use aforesaid; and to institute suits thereon, and the same pursue to final judgment and execution; which bonds, leases and other securities shall be lodged with the treasurer of such society, under the direction of said committee, who shall collect and receive the annual proceeds of such funds, and account for and pay over the same to the treasurer of said society, for the use of schools therein: Provided, that this act shall not extend to the grant of any estate for the use of schools, in any town or society where the donor or grantor has committed the care and management of such estate to particular persons, with directions for a continual succession in said trust; or where the general assembly has committed the disposition of the profits of such estate to a committee, in continual succession.*

Appropriation of two dollars on 1000 dollars, for use of common schools. Provido, that excess of school-fund dividend, over \$62,000, shall be applied to diminish this appropriation.

SECT. 12. Omitted as of no longer in force.

Interest of school-fund to be paid to state treasurer.—Principle of apportioning interest of school-fund.—Form of return.—Form of certificate from school society committee.—Provido, as to the same person returned in different districts.—Lists and returns to be lodged with society treasurer.

SECT. 13. The interest of the moneys arising from the fund called the school fund, as the same shall, from time to time, be collected, shall be paid to the treasurer of this state. And the school societies, which shall conform to the provisions of this act, shall be entitled to the said interest, after deducting all expenses attending the school fund, to be distributed to them severally, according to the number of persons in such society, between the ages of four and sixteen years, to be enumerated and ascertained in the following manner, to wit: The committee of each school district shall, in the month of August annually, enumerate all persons residing and belonging within such district, on the first Monday of said month, between the ages aforesaid and make return thereof, together with the name of each person, to the committee of the school society, within said month, certified in writing, under the hand of said committee, and sworn to before a magistrate, according to the following form, to wit: "I hereby certify, that I have carefully enumerated all persons, between the ages of four and sixteen, within the school district of which I am committee, and do find, that on the first Monday of August, A. D. , there were residing within said district, and belonging thereto, the number of persons, between the ages aforesaid.

A. B. school district committee."†

"On this day of A. D. per-

* 1 Root 444.

† Act of 1823.

‡ Act of 1823.

sonally appeared, the above named committee, and made oath to the truth of the above return, by him subscribed.

Before me, C. D. justice of the peace."

And the school society committee shall, from the said certificates, so returned to him, prepare and transmit to the comptroller of public accounts, on or before the fifteenth day of September annually, a certificate sworn to, according to the following form, to wit:—"We, the committee of the school society, in the town of _____, do certify, that from the returns made to us, by the committee of the several school districts, within this school society, under oath, we find that on the first Monday of August, A. D. _____, there were residing within said society, and belonging thereto, the number of _____ persons, between the ages of four and sixteen years; and from the best information we have obtained, we verily believe the said returns made to us are correct.

} School society
} committee."

"On this _____ day of _____ A. D. _____ personally appeared the above named committee, and made oath to the truth of the above certificate, by them subscribed.

Before me, C. D. justice of the peace."

And the committee aforesaid shall, in making out said returns, insert therein the number of persons, in words at full length: provided however, that in case the same person shall be returned by the committee of different districts, it shall be the duty of the committee of the school society, to determine to which district such person belongs. And provided also, that the said lists and returns, so made to said school society committee, shall be lodged with the treasurer of such society, and be by him preserved for the use of said society.

Comptroller to draw orders on Treasurer in favor of school societies, for school money.—To be apportioned according to returns.—Certificate of school society committee. Form.

SECT. 14. The comptroller of public accounts shall, on application of the committee of any school society, draw an order on the treasurer for such proportion, or amount as such school society may be entitled to, of all moneys, by law appropriated for the benefit, support and encouragement of public or common schools, which may be in his hands, or in the hands of the treasurer, on the first days of March and October, annually, to be divided and apportioned to such school societies, according to the returns so made to him by the committee of said society, in conformity to the provisions of this act. And each school society shall divide the same among the several districts therein, on the principles aforesaid, agreeably to the returns so made to them as aforesaid. Provided however, that no order shall be drawn in favor of any society as aforesaid, nor shall the treasurer pay the moneys directed to be paid by this act, until the committee of such society shall certify in writing, under their hands, in the words following, to wit:—"We the committee of the _____ school society, in the town of _____ do certify, that the schools in said society, have been kept for the year ending the thirtieth day of September last, by instructors duly appointed and approved, and in all respects according to law; and that all the moneys drawn from the public treasury by said society, for said year, appropriated to schooling, have been faithfully applied and expended, in paying and boarding said instructors.

Dated at _____ the _____ day of _____ A. D. _____

} School society
} committee.

To the comptroller of public accounts."

School money to be divided among the districts.

SECT. 15. All the money provided for the use of schools, received by the committee shall be paid over to the treasurer of the society, who shall stand charged with, and shall account for, the same; and the committee shall, from time to time, receive, examine and liquidate the accounts of the districts, and parts of districts, if any be, and where such districts, and those to which such parts of districts shall belong, have kept their schools according to the provisions of this act, shall draw orders on the society treasurer for their proportion of all the public moneys appropriated to the use of schools, according to the number of persons between the ages of four and sixteen, in such district.

† Act of 1829.

‡ Act of 1829.

Provision where the expenses of the school exceed the school money.

SECT. 16. Whenever the expense of keeping a school, by an instructor, approved according to law, shall exceed the amount of all the public money appropriated by law to defray the expense of such school, the committee in such district, for the time being, with such other person or persons as the said district, at a legal meeting warned, and held for that purpose, may appoint, and hereby constitute a board, to examine adjust, and allow all bills of expense accruing, for the support of schools, in said district, and apportion such deficiency among the proprietors of said school, accruing to the number of days that any person or persons may have sent any scholar or scholars, to school; and if the number of days cannot be ascertained then according to the number of scholars. And any justice of the peace, living in the town where such school has been kept, shall have power to grant a warrant, directed to the collector of school taxes, in such district, in the same manner as is by law provided for the collection of town taxes.

Misapplication of school money a forfeiture.

SECT. 17. If any money, appropriated to the use of schools, shall be applied, by a school society, to any other purpose, the same shall be forfeited to the state, and it shall be the duty of the comptroller to sue for such money, for the use of the state.

Penalty for making a false certificate.

SECT. 18. And if any committee shall, at any time, make a false certificate, by which money shall be fraudulently drawn from the treasury of the state, each persons signing such false certificate, shall forfeit the sum of sixty dollars, to the state, to be recovered by action of debt, on this statute; and it shall be the duty of the comptroller, to bring forward a suit to recover the same accordingly.*

SECT. 19. Omitted.

An Act in addition to an Act entitled "an Act for the regulation of School Societies, and for the support of schools."

[ENACTED 1824.]

Children not to be precluded from school from inability of parent, &c.—
Provided, that payment be enforced by law.

Be it enacted by the Senate and House of Representatives in General Assembly convened, That no child or children shall be denied the privilege of attending school in any school district established by law in this state, to which such child or children do belong, for, or on account of the inability of the parent or parents, guardian, or master of such child or children, to supply his her or their proportion of wood in such district—any law to the contrary notwithstanding. Provided, that nothing in this act shall be so construed as to prevent the committee of any school district from enforcing payment by due process of law to recover any sum or sums of money due from any person or persons to such district, for his, her or their proportion of wood as aforesaid.

[ENACTED 1838.]

Enumeration of scholars by district clerks:

Be it enacted by the Senate and House of Representatives in General Assembly convened, That in case of the absence or inability of the committee of any school district in this state, at the time in which the enumeration of the scholars in said district, is required by law to be made, the clerk of said school district shall enumerate the scholars residing in said district, and make return thereof, in the same manner as if he were district committee for said school district.

[ENACTED 1829.]

Form of certificate when schools have not been kept according to law.

Be it enacted by the Senate and House of Representatives in General Assembly convened, That whenever the school in any school district shall not be kept according to law, the committee of the society, to which such district belongs, may, in their certificate or certificates to the comptroller for the year following, state such fact, and also the number of children enumerated in such district; and the comptroller may, when application is made for the school moneys payable to such society, for said year, deduct from the whole number of children enumerated in such society, the number contained in such district, and draw an order as provided by law, for the benefit of the remainder in such society—any law to the contrary not-

*Root 548.

withstanding. And the certificate in such case shall be in the words following to wit:—"We, the committee of the school society, in the town of _____, do certify, that the schools in said society, except the school in _____ district, have been kept for the year ending the thirtieth day of September last, by instructors duly appointed and approved, and in all respects according to law; and that all the moneys drawn from the public treasury by said society for said year, appropriated to schooling, have been faithfully applied and expended, in paying and boarding said instructors; and that there were in said districts, on the first Monday of August last, the number of _____ persons between the ages of four and sixteen years.

Dated at _____ the _____ day of _____ A. D. _____
 School society's
 committee."

[ENACTED 1834.]

School district empowered to require their treasurer and collector to give bonds.

SECT. 1. *Be it enacted by the Senate and House of Representatives in General Assembly convened,* That the inhabitants of each school district, in lawful meeting, shall have power to require that the treasurer, and collector, appointed for such district, shall respectively give bonds to the district for the faithful discharge of the duties of their respective offices; which bonds shall be approved by the district committee, before the treasurer, or collector, shall enter upon the duties of his office.

School society empowered to require their treasurer to give bonds.

SECT. 2. The inhabitants of each school society, in lawful meeting shall have power to require that the treasurer appointed for such society shall give bond to the society for the faithful discharge of the duties of his office; which bond shall be approved by the society committee before the treasurer shall enter upon the duties of his office.

[ENACTED 1835.]

To what society certain school districts shall belong.

Be it enacted by the Senate and House of Representatives in General Assembly convened, That where a school district has been or shall hereafter be formed, pursuant to the provision of the third section of said act, from two or more adjoining school societies, such district shall belong to and become a part of that school society, wherein the school house of such district is situated; and the inhabitants thereof shall have the same rights and privileges as are employed by those of other school districts in this State.

If committee and clerk neglect to enumerate the children as the law requires, by whom and when they shall be enumerated and returned, &c.—form of certificate—compensation for such enumeration, and how paid.

Be it enacted by the Senate and House of Representatives in General Assembly convened, That whenever the committee and clerk of any school district, shall omit to return to the committee of the school society, the enumeration of children in their respective districts, within the time prescribed by law, it shall be the duty of one of the committee of such school society to make such enumeration, before the fifteenth day of September following, and lodge the same with the treasurer of such society, and on their return to the comptroller, shall indorse a certificate thereof, according to the following form, viz:

"Whereas no return of the number of children, between four and sixteen years of age, has been received from the committee or clerk of the _____ school district in said society, I therefore as one of the committee of said school society, have enumerated said children, and do find that on the first Monday of August, A. D. _____ there were residing within said district and belonging thereto, the number of _____ persons between the ages aforesaid, none of which are contained in the within return.
 A. B. school society committee."

Sworn to this _____ day of _____ A. D. 18 _____ before me.
 C. D. justice of the peace.

And for making such enumeration, said committee shall be entitled to receive five cents for each child so enumerated, to be paid from the next dividend belonging to said school district, which may thereafter be received from the town deposite

fund. And the enumeration and return so made, shall be as effectual to all intents, as if made in the form heretofore prescribed by law.

CHAPTER II.

An Act relative to the Committees of School Districts, and directing the manner in which the meetings of school societies and school districts may be warned.

[ENACTED 1823.]

School district committee.

SECT. 1. *Be it enacted by the Senate and House of Representatives in General Assembly convened,* That the several school societies in this State be, and they hereby are, authorized, at their annual meetings, to appoint one, three, or five persons, to be a committee in each school district within their respective limits.

Notice of school society meeting—Of school district meeting.

SECT. 2. That when any school society meeting is to be holden, a notification, specifying the objects for which it is to be held, signed by the committee of the society, or a major part of them, or if there be no committee, by the clerk, and set upon the sign post in the society, or published in a newspaper printed within the same, at least five days inclusively before the meeting is to be held, shall be sufficient notice to the qualified voters to attend such meeting; and when any school district meeting is to be holden, a like notification, signed by the committee for such district, and set upon the sign-post in the district, or if there be no such sign-post, upon the school house in the district, or published in a newspaper printed within the same at least five days inclusively, before the meeting is to be held, shall be sufficient notice to the qualified voters to attend such meeting; and any school society, at an annual meeting, and any school district, at any meeting, may respectively designate and determine upon any other place or places in addition to the sign-post or school house, at which the notification aforesaid shall be set up.

Qualification of voters.

SECT. 3. That all white male persons, living within the limits of any school society or school district, qualified to vote in town meetings, shall be qualified to vote in all meetings of such society or district, respectively; and that no other person or persons shall be allowed to vote in such meetings.

Partial repeal.

SECT. 4. That so much of the sixth section of the act entitled "an Act for the regulation of School Societies, and for the support of Schools," as prevents school societies from appointing more than one person a committee in each district be, and the same hereby is repealed.

An Act in addition to an Act relative to Committees of Schools and directing the manner in which the Meetings of School Societies and School Districts may be warned.

[ENACTED 1837.]

What notice to be given in school districts when there is no school house or sign post in a school district.

Be it enacted by the Senate and House of Representatives in General Assembly convened, That whenever any school district shall be destitute of a school house or sign post, whereon to post warnings for school meetings, and where no newspaper is printed in such district, a certified copy of such warning, delivered to each qualified voter residing within such district, or left at his usual place of abode, at least five days before the day of holding such meeting by the committee of such district, shall be sufficient notice to the qualified voters to attend such meeting.

[ENACTED 1837.]

To transact any business at a special meeting that may be done at an annual meeting, if mentioned in the warning.

Be it enacted by the Senate and House of Representatives in General Assembly convened, That the several school societies in this state are hereby authorized and empowered to transact any business at a special meeting that they may legally transact at any annual meeting. Always provided, that no business shall be done at a special meeting which is not named in the warning for said meeting.

CHAPTER IV.

An Act to provide for the better Supervision of Common Schools.

[ENACTED 1838.]

Who constitute the board of commissioners of common schools.

SECT. 1. *Be it enacted by the Senate and House of Representatives in General Assembly convened,* That his excellency the governor, the commissioner of the school fund, ex-officio, and eight persons one from each county in the state, to be appointed annually by the governor, with the advice and consent of the senate, shall constitute, and be denominated the board of commissioners of common schools.

To submit to general assembly an annual report,—and its contents.—Board to appoint their secretary,—his duty.

SECT. 2. The Board of Commissioners of common schools shall submit to the general assembly an annual report, containing, together with an account of their own doings; first a statement, as far as may be practicable, of the condition of every common school in the state, and of the means of popular education generally; second, such plans for the improvement and better organization of the common schools, and all such matters relating to popular education, as they may deem expedient to communicate, and said board may require the school visitors of the several school societies, semi-annually, returns of the condition of each common school within their limits; and they shall prescribe the form of all such returns, and the time when the same shall be completed, and transmit blank copies of the same, to the clerk of each school society; and said board may appoint their own secretary, who shall devote his whole time, if required, under the direction of the board, to ascertain the condition, increase the interest, and promote the usefulness of common schools.

Duty of school visitors.

SECT. 3. The school visitors in the several school societies, shall lodge with the clerks of their respective societies, such returns of the condition of each common school, within their limits, in such particulars, and at such times as the board of commissioners of common schools may specify and direct, and said visitors shall on or before the first of April in each year lodge with the clerk of their respective societies, a written report of their own doings, and of the condition of their several schools within their limits, for the preceding season of schooling, with such observations, as their experience and reflection may suggest, who shall submit the same to the next meeting of said society, and said visitors may require of the several teachers to keep a register of their schools, in such form as may be prescribed by the board of commissioners aforesaid.

Duty of clerks of school societies.

SECT. 4. The clerks of the several school societies shall transmit to the board of commissioners of common schools, on or before the tenth day of April in each year, such returns as the school visitors may make, in pursuance of the provisions of the preceding section.

School society's committees duty.

SECT. 5. The school society committee shall not certify to the comptroller of public accounts, that the schools in their respective societies have been kept according to law, unless the provisions of the third and fourth sections of this act have been duly observed.

Secretary of said board how paid.

SECT. 6. For the compensation of the secretary, provided for in the second section of this act, the comptroller of public accounts is directed to draw an order on the treasurer for such sum as the board of commissioners of common schools may allow for his services, provided the same does not exceed three dollars per day, and his expenses, while employed in the duties of his office, to be paid out of any monies not otherwise appropriated.

An Act concerning Schools.

[ENACTED 1839.]

Powers of school societies.

SECT. 1. *Be it enacted by the Senate and House of Representatives in General Assembly convened,* That each school

society shall have power to establish and maintain common schools of different grades, to build and repair school houses, to lay taxes, and make all lawful agreements and by-laws to secure the free, equal, and useful instruction of all the youth thereof.

No school district hereafter to be formed out of any existing districts of less than forty children, &c.

SECT. 2. No school district shall hereafter be formed out of any existing district or districts, with less than forty children between the ages of four and sixteen, nor shall any existing district, by the formation of a new one, be reduced below the same number.

Duty of committee of school society in forming a district, &c.

SECT. 3. Whenever any school district shall be formed or altered in any school society, it shall be the duty of the committee of the society to fix and describe the boundary lines of such district, and cause the same to be entered on the records of the society; and in any case where such boundary lines are not now fixed and described, it shall be the duty of said committee, on application of the district, to designate and define the same, as above specified.

All school districts to be a body corporate, &c.

SECT. 4. Every legally constituted school district shall be a body corporate, so far as to be able to purchase, receive, hold and convey any estate real or personal for the support of schooling in the same, to prosecute and defend in all actions relating to the property and affairs of the district, and to make all lawful agreements and regulations for the management of schools within said district.

Meetings of school districts when held and where—notice given and by whom.

SECT. 5. There shall be a meeting in each school district annually on the last Tuesday of August, at the school house of such district, or, if there be no school house, at such other place as the district committee may designate; and notice thereof shall be given at least five days previous, by the district committee, in one or more newspapers published therein, or by putting the same on the school house, or on the sign post, or on such other places, and in such other mode as the district may designate for this purpose.

Meetings how warned.

SECT. 6. A special meeting shall be held in each district whenever called by the district committee, in the manner specified in the case of annual meetings; and it shall be the duty of said committee, or any member thereof, or in case of failure or refusal of the same, of the clerk of said district, to call a meeting on the written application of any five residents therein who pay taxes; and every notice of a district meeting, shall state the purpose for which said meeting is called.

Who to vote for officers—what officers not heretofore required, to be elected, and their duties.

SECT. 7. At the annual meeting of any district the legal voters thereof shall elect, in addition to the officers now required, a committee, to consist of not more than three residents of the district;—and said committee shall discharge all the duties now required of the district committee appointed by the school society; shall employ unless otherwise directed by the district one or more qualified teachers; provide suitable school rooms; visit the schools by one or more of their number, twice at least, during each season of schooling; see that the scholars are properly supplied with books, and in case they are not, and the parents, guardians, or masters have been notified thereof by the teacher, to provide the same at the expense of the district, and add the price thereof to the next school tax or rate of such parents, guardians, or masters; suspend during pleasure or expel during the current season from school, all pupils found guilty on full hearing of incorrigibly bad conduct; and give such information and assistance to the school committees and visitors of the society, as they may require, and perform all other lawful acts as may from time to time be required of them by the district, or which may be necessary to carry into full effect the powers and duties of school districts.

Powers of school districts to provide rooms, employ teachers—term of school, appropriation of school money, &c.

SECT. 8. Each school district shall have power at the annual, or any lawful meeting, to build, or otherwise provide suitable school rooms; to employ one or more teachers; to fix the different periods of the year at which the school shall be

taught; and to appropriate such portions of the public moneys accruing to such district for the use of schools, to such parts of the year, as the convenience of the district may require; provided that no school district shall after the first day of January next, be entitled to any portion of the public money, unless the school or schools of such district have been kept by a teacher or teachers duly qualified, for at least four months in the year—and until the district committee shall certify that the public money received by such district, for the year previous, had been faithfully applied and expended in paying the wages of such teacher or teachers, and for no other purpose whatever.

Power to lay taxes on real estate, in districts, polls, &c.—taxes how collected.

SEC. 9. The inhabitants of school districts in lawful meeting assembled, shall have power to lay taxes on all the real estate situated in their respective districts, and upon the polls and other rateable estate, except real estate situate without the limits of such district, of those persons who are residents therein, at the time of laying such tax, and said real estate shall not be taxed by any school district besides the one in which the same is situated; and said tax shall be made out and signed by the district committee from the assessment list of said town or towns, to which said district belongs, last completed or next to be completed, as said district may direct, and be collected by the collector of the district in the same manner as town taxes.

Assessments how made in districts.

SEC. 10. Whenever real estate situated in one school district, is so assessed and entered in the grand list in common with other estate situated out of said district, that there is no distinct and separate value put by the assessors upon the part lying in said district, then said district wishing to lay a tax as aforesaid, may call upon the assessors for the time being of the town in which such district is situated, to assess, and they are hereby authorized and directed on such application to assess, the value of that part of said estate which lies in said district, and to return the same to the clerk of said town; and notice thereof, shall be given by the district committee in the same way and manner as school meetings are warned; and at the end of fifteen days after said assessment has been lodged as aforesaid, said assessor and society's committee shall meet in such place in said district as said committee shall designate in their notice, and shall have the same power in relation to such list as the board of relief have in relation to lists of towns. When such list shall be equalized and adjusted by said assessors and society's committee the same shall be lodged with the town clerk, and said assessments shall be the rule of taxation for said estate by said district for the year ensuing; and said assessors shall be paid by said district, a reasonable compensation for their services.

Duty of visitors or overseers appointed by school societies.

SEC. 11. The visitors or overseers appointed by any School Society, may prescribe rules and regulations for the management, studies, books, and discipline of the schools in said society, and may appoint two persons, one or both of whom shall be a committee to examine into the qualifications of all candidates who may apply for employment as teachers in the common schools of such society, and shall give to such persons, with the evidence of whose moral character, and literary attainments they are satisfied, a certificate setting forth the branches he or she is found capable of teaching, provided that no certificate shall be given to any person not found qualified to teach reading, writing and arithmetic, thoroughly—and the rudiments at least, of grammar, geography, and history;—to visit each of the district schools in said society, during the first two weeks after the opening of such schools, and also during the two weeks preceding the close of the same, at which visits the committee may examine the record or register of the teacher, all and other matters touching the studies, discipline, mode of teaching, and improvement of the school;—and subject to the rules and regulations of the school visitors, may exercise all the powers, and discharge all the duties of said visitors; and such committee shall receive one dollar each per day for the time actually employed in discharging the duties of their office, and such other compensation as said society may allow, to be paid out of the income of the town deposit Fund accruing to said society, or in any other way which said society may provide.

Teachers paid in all or part of the public money, to be examined, &c., receive a certificate, &c. before said teacher commences his or her school.

SEC. 12. No teacher shall be employed in any school supported by any portion of the public money, until he or she has received a certificate of examination and approbation, signed by a majority of visitors of the school society, or by the committee by them appointed, nor shall any teacher be entitled to draw any portion of his or her wages, so far as the same is paid out of any public money appropriated by law to schools, unless he or she can produce such certificate, dated previous to the opening of his or her school—provided that no new certificate shall be necessary, when the teacher is continued in the same school more than a year, unless the visitors or overseers shall require it.

Duty of school teachers.

SEC. 13. It shall be the duty of every teacher in any common district school, to enter in a book, or a register to be provided by the district clerk, the names of all the scholars attending school, their ages, the date when they commenced, the length of time they continue, and their daily attendance together with the day of the month on which such school was visited by the school visitors of the society or committee by them appointed, which book, or register, shall be open at all times to the inspection of all persons interested, and be delivered over by the teacher at the close of the term, to the district clerk, together with a certified abstract, showing the whole number of pupils enrolled, the number of males and females, and the average daily attendance—and it shall be unlawful to pay any teacher more than two-thirds the amount due for any term of tuition, until said book and abstract shall be placed in the hands of the district clerk, as aforesaid, and certified to under oath.

Powers of school societies.

SEC. 14. Any school society, in lawful meeting, may authorize the committee of the society to draw an order on the society treasurer, in favor of such districts, or parts of districts as have kept their schools in all respects according to law, for their proportion of all the public money appropriated to the use of schools, in the hands of said treasurer either according to the number of persons between the ages of 4 and 16 in such districts or parts of districts, or according as the amount of attendance for a period of six month's schooling in such districts or parts of districts, shall bear to the whole amount of attendance in all the districts for the same period.

If the expense of a common school exceeds the amount of all moneys appropriated by law, how to proceed.

SEC. 15. Whenever the expense of keeping a common school by a teacher or teachers duly qualified, shall exceed the amount of all moneys appropriated by law to defray the expense of such school, the committee in such district for the time being, may examine, adjust, and allow all bills of expense incurred for the support of said school, and assess the same upon the parents, guardians, and masters of such children as attended the same, according to the number and time sent by each.

Contingent expenses arising from repairs, books, &c., not exceeding twenty dollars in one year, to be included in assessment.

SEC. 16. Whenever the contingent expenses of any school district, arising from repairs of school house or its appendages, books, costs, damages, or any other source, shall not exceed the sum of twenty dollars in one year, the same may be included in the above assessment.

School district's power as to libraries, &c.—expense how paid.

SEC. 17. Any school district, in lawful meeting warned for this purpose, is hereby authorized to lay a tax, not exceeding thirty dollars the first year, or ten dollars any subsequent year, on the district, for the purpose of establishing and maintaining a Common School Library and apparatus for the use of the children of such district, under such rules and regulations as said district may adopt; and any sum of money thus raised, shall be assessed and collected in the same manner as other district taxes.

Union districts how formed and powers of.

SEC. 18. Any two or more adjoining school districts, may associate together and form a union district with power to maintain a union school, to be kept for the benefit of the older and more advanced children of such associated districts, if the

inhabitants of each of such districts, shall at legal meetings called for that purpose, agree to form such union by a vote of two thirds of the legal voters present.

Union districts to have corporate powers, &c.

SEC. 19. Any union district thus formed shall have all the corporate powers of school districts, and shall hold its first meeting on such notice, and at such time and place as may be agreed upon by the associated districts respectively by a vote of the same at the time of forming the union.

Annual meeting of union districts, when held—what notice, and how given.

SEC. 20. The annual meeting of such union district shall be held at such time and place, and upon such notice, as the district may at its first meeting prescribe—and notice of all special and adjourned meetings shall be given as provided for in the case of school districts.

Powers of the legal voters of union districts.

SEC. 21. The legal voters of such union district shall have power to designate, and purchase or lease, the site for a school house for the union school, and to build, hire, or purchase a building for such school house, and to keep in repair and furnish the same with fuel, furniture and other necessary articles for the use of said school—and to assess and collect a tax for the above purpose, in the same manner as is prescribed by law for other school districts—and in case the district shall not be able unanimously to agree on the location of the union school house, the school society committee shall on application determine the same.

Who to be the committee of a union district, and their powers.

SEC. 22. The committees of the respective districts forming the union district, shall constitute the school committee of said district, with power to appoint their own clerk, treasurer, and collector—and said officers shall have all the powers, and discharge all the duties in reference to such district, as the same officers have in the case of school districts.

Further duties and powers of the union committee.

SEC. 23. The committee aforesaid shall also determine the ages and qualifications of the children of the associated district, who may attend the union school, and make all rules and regulations for the studies, books and discipline of the school, subject to the approbation of the visitors of the school society in which said union district may be located, and to any votes that may be passed in any legal meeting of said district.

What public school-money shall be received by the union districts—also mode of taxing.

SEC. 24. Such union school shall receive such proportion of all money accruing to the use of each of the associated districts, as the children between the ages of 4 and 16 attending the union school from each of said districts, bear to the number attending the district school in each—and the expense of sustaining the school beyond the amount thus received shall be borne by the union district, in such manner as the legal voters of the same shall prescribe; and a tax or rate for this purpose shall be assessed and collected in the same manner as in the case of any other school district.

Duty of school visitors over union districts.

SEC. 25. The visitors or overseers of schools, shall have the same power and perform the same duties in relation to such union schools, as are prescribed to them in relation to other district schools.

No child to be excluded from any school, if said school is supported in all or part by money raised by law for this purpose, for an inability to pay, &c.

SEC. 26. No child shall be excluded from any school supported in all or in part out of any money appropriated or raised by law for this purpose, in the district to which such child belongs, on account of the inability of the parent, guardian, or master of the same to pay his or her tax or assessment for any school purpose whatever; and the school committee of such district, and the select men, or a majority of the same, of the town or towns in which such district shall be located, shall constitute a Board with power to abate the taxes or assessments of such persons, as are unable to pay the same in all or in part, and said select men shall draw an order for the amount of such abatements upon the treasurer of the town in which such persons reside, in favor of said district.

Term of all school officers, both of society and districts.

SEC. 27. All the school officers, both of the school society and school districts shall hold their respective offices until the annual meeting of such society and district next following

the time of their appointment, and until others shall be duly elected in their places.

Failure of appointing officers at the annual meeting, &c. to be appointed by the committee of the school society.

SEC. 28. In case any district shall fail or neglect to appoint any or all of the officers authorized and directed to be appointed by this Act at the annual meeting, or any vacancy shall occur by death, removal from the district, or otherwise, it shall be the duty of the committee of the school society in which such district may be located, to make such appointment, and to fill such vacancy, on receiving written notice thereof from any three members of the district, and lodge the name or names of such officers so appointed, with the district clerk.

Governor to fill vacancies in the board of commissioners of common schools, &c.

SEC. 29. The Governor is hereby authorized to fill any vacancy in the Board of Commissioners of Common Schools, occasioned by death, resignation, or otherwise.

Repeal.

SEC. 30. All acts or parts of acts relating to school societies or schools, inconsistent with the provisions of this act, are hereby repealed.

An Act in addition to an Act entitled "an Act for the regulation of School Societies and for the support of Schools."

If school visitors and clerks of school societies have failed to make returns as provided in an act passed 1838, still the comptroller to draw an order, &c.

Be it enacted by the Senate and House of Representatives in General Assembly convened, That in all cases, in which the school visitors and clerks of the several school societies, have heretofore failed to make returns according to the provisions of the third and fourth sections of an act entitled "an act to provide for the better supervision of common schools," passed May session 1838, the comptroller of public accounts, shall not for such cause, refuse to draw an order on the treasurer, for such proportion or amount of school money as said societies may be entitled on the first days of October and March next respectively. *Provided*, the returns of said societies shall in other respects conform to the statute law of this State.

"THE PUBLIC SCHOOLS, PUBLIC BLESSINGS. By a Father. Published for gratuitous distribution by the Executive Committee of the Public School Society, in the city of New York.

This is a small pamphlet of some 20 or 30 pages, the object of which is disclosed in the title. It is written in a very plain, matter-of-fact style, as it was designed to influence those parents in one of our great cities who prize so slightly the advantages of common school instruction, that it requires a strong array of motives to induce them to afford these advantages to their children, even when it can be done at no expense. There are a few such parents in our own enlightened Connecticut, and probably more who, to say the least, do not estimate the privileges of our system of public instruction as they ought, nor feel anxious to have those improvements made in it which the progress of society imperiously demands. To lay before the readers of the Journal, therefore, a considerable part of this pamphlet, it is thought will not be without its use, not only to such parents as have been just referred to, but to all who take an interest in the subject, as affording them one additional means of information with regard to it, and of seeing the noble efforts which are made in the city of New York to improve the condition, and elevate the character of their public schools. Do ours fall behind them in any places? T. H. G.

PUBLIC SCHOOLS ARE PUBLIC BLESSINGS.

PART FIRST.

MY FRIEND,

Are you a father, or mother,—or have you children under your care? Will you permit a fellow-citizen to say a few words to you about them, for your and their good?

I have, myself, a large family. You and I are deeply interested in the welfare of our children. What a comfort it will be to us, should they all grow up to become intelligent, virtuous, and respect-

able citizens! What an unspeakable, public blessing, if all the children in the land should be so educated as to grow up and have this character! Then we might expect that our country would continue to be flourishing and happy; and that its privileges would be enjoyed by our children's children, without fear of losing them.

Do your Children go to School? If they do not, or if they are not constant and punctual in their attendance,—permit me to ask if you have thought upon this subject as much as its importance demands? Perhaps you have been so much taken up with other things, that you have not considered what you and your children certainly must *lose*, if they do not have good schooling; and what, if they have it, they will be in the fair way of *gaining*.

Suppose we attend to this subject, a few minutes. Or, if you are too busy to do it now, you can take up the book again when you are less engaged, and then give me your patient attention. If you will do so, I think, I shall show you clearly that the subject is one of the greatest importance both to you and your children. You love them, and wish to do all that you can for their good; and we shall see, as we go along, that one of the *very best things* you can do for them, is to send them to school.

Should your children grow up, without learning how to read and write; to cipher and keep accounts; and to understand something of geography, grammar, and other useful things that are taught in our Public Schools;—how can they ever expect to *rise in the world*, to acquire property, and gain respectability and influence.

We will take the *boys* first. Unless they know these things,—or, at least, some of them,—and live to be young men, how can they get good situations; or hope, by and by, to do business for themselves? Who will like to take them as apprentices and clerks?—Who will be willing to trust them with any important concerns?—How will they acquire the good opinion and confidence of others?

Young men cannot jump into employment and business at once. Even those that have had good schooling, have to get along step by step. They must let those around them see that they are worthy of being trusted on account of their good conduct, useful attainments, industry, and skill in doing business. And there are so many who are taught at our Public Schools, and who leave them with an excellent character, that they will always be preferred to the *ignorant*. So that for these reasons, a lad who cannot even read, write, and cipher, will find it very, very hard to *begin* to get forward in the world.

Besides, what possible chance will such an ignorant lad ever have, of becoming a *partner in trade* with some one who is looking out for a smart, intelligent, and upright young man to aid him in carrying on, and enlarging his business? Such instances often happen in this great city. How sorry both you and your sons will be, to see other boys of their acquaintance, as they grow up, securing such situations, and they, because they are so ignorant, cut off forever from them.

Those who wish to employ young persons, either your sons or daughters, or who can place them in good situations, are getting to be more and more particular about these things. And, unless some peculiar misfortune prevents parents from giving their children good schooling, (especially when the Public Schools are open to all, without any expense,) if it is found that a boy, or girl, of a suitable age, has made no progress in learning, it is always considered a *very bad sign* against them. People will think there must be something wrong about it, and doubt very much whether the character of the young person is what it should be.

On the other hand, where they find good schooling has been given to the child, they will, so far, think well of the *child and parent both*, and be much more ready to believe other good things that may be told them about your son or daughter.

And, believe me, this is a thing of no small importance in this changing and dying world. For you know not how soon your children may be left without your care, to get along as well as they can; when, under the blessing of God, every thing may depend upon their *character*, and the favorable opinion that kind and respectable persons may form of them.

Let us now consider a little the case of the *girls*. In whatever way they may wish to get their living as they grow older,—they will certainly lose many, very many advantages by not having had good schooling. Every body loves to be treated well, and to be respected by others. And the young woman who has gone to one of our Public Schools for a few years, and been attentive to her studies; and acquired habits of industry, neatness, punctuality and order; and conducted well; will be sure of having good treatment and respect, whatever her situation may be. She will be *sought after*; and will always find useful and profitable employment. At this very time, nine of the Primary Schools, which the younger children attend, are taught by *young women who were not long since scholars in our Public Schools*;—and they have good salaries. Such young women, also, are often employed in families to teach the children; and in private schools, as assistants; or they may set up such schools themselves.

Other situations in some of the various trades, will be open, too, for such young women. And in managing business for others, or in attending to their own concerns, as they get along in the world, they will have great advantages, in being able to read and know what is going on around them;—to write a good hand, so that they can both understand letters and answer them; and to use figures and keep accounts correctly.

Now an ignorant girl, or young woman, in this land of intelligence and of schools, who cannot even read and write, will never be thus treated and respected. It will be very difficult, if not impossible, for her to rise above some of the *lowest stations*. From the advantages and expectations which I have been describing, she must be forever cut off. People will not employ such an one for such situations. Indeed, if she could obtain one of them, her sad ignorance would soon be found out, and she would only suffer disappointment, mortification, and disgrace.

Think, what your daughters must *lose*, if by your neglect in not sending them to school, they should be deprived of the prospects which I have mentioned. As you and they grow older, you will see other young women of your acquaintance, who have had good schooling, rising to places of respectability and usefulness. Such places your children would be equally well fitted to fill by their natural talents and capacity; but they will lose them just for the *want of that amount of learning* which they might easily have acquired at our Public Schools. What sorrow and regret both you and they will feel. But it will come too late. They will be *too old* to think of going to school. They must be content to plod on through life, with little or no hope of ever overtaking those whose *good schooling*, when young, has favored them with so many advantages.

And all these considerations apply with equal force to one other subject, connected with the future prospects of your daughters, which must not be passed over in silence. The time will come, when young men will be looking out among them, and other young women, for *companions for life*. Some of these young men will have had good schooling themselves, and will understand how important it is that a wife and mother should have had it also. They will know how often a wife who can read and write a letter, and use figures, can be of great service to her husband, when he is hurried, or unwell, or called away from home. They will know, too, what a difference it will make in their families, and in the bringing up of their children, whether the mother is an *ignorant woman*, or has had some education. In addition to this, every man knows that his respectability is increased by the respectability of his wife;—that his influence is;—that his friends are;—that his very business often is. Then he wants an intelligent and pleasant companion at home; one that can entertain and improve him by her conversation; who can *understand* him when he reads to her, and who can sometimes read to him when he is tired or ailing. How many husbands would thus love to spend their leisure hours *at home*, and make their families happy, and be kept from ruinous temptations if their wives were such as I have been describing.

The fact is, young men are getting more and more education *themselves*, and will feel more and more the need of it in their *wives*. And if you let your daughters grow up without giving them suitable instruction at school, they will stand a *very poor chance of getting husbands that are at all worth having*.

I wish you had time to consider a number of other things concerning the schooling of your children, which I should like to state. I hope, however, you will be able to attend to a few more. Or, if you must stop, you know you can put the book carefully away, and take it up again, in the course of the day or evening. And then I will not detain you long.

CO-OPERATION OF PARENTS IN IMPROVING COMMON SCHOOLS.—CONTINUED.

A teacher of a school looks to the parents, or guardians of the children who attend it, for their co-operation, and is disappointed if he does not receive it. He has a right to expect their aid in carrying out his plans of instruction and government. They have placed him in the very responsible station which he occupies. He has been examined and considered worthy of it by their appointed agents, clothed with the official authority of the State. He may surely claim, under such circumstances, their confidence and support. If he is unfit for his situation, are not *they* in fault, who have introduced him into it? Have they not betrayed their trust? What can they do but to remove him as speedily as possible, and to supply his place with one more worthy of it? Surely the great body of the teachers, both male and female of our common schools, have an undoubted right to expect that they will receive the hearty co-operation, especially of parents, in the management of the children who are placed under their care; and I have no

doubt, that the great majority of teachers will say, that one of the greatest difficulties which they have to encounter, in the discharge of their arduous duties, is, that they have so very little of this co-operation. Such a failure of support on the part of parents, must discourage them greatly; and in many cases it is the principal reason why things go wrong in the school.

There is an intimate connection between the conduct of the children at home and in the school. It is impossible to separate the one from the other, so that there shall not be a strong, reciprocal influence. If the teacher has bad management, and thus counteracts the good discipline of the parent, the latter is quick enough to complain. Why should he not be as ready to feel that he is under equal obligations, to aid the teacher in conducting his part of the training of the children with success?

In aiming to make our common schools what they ought to be, it must be borne in mind, that nothing effectual can be accomplished without good teachers. The best system, and the best prosecution of its practical operations in all other respects, will avail nothing if there be a failure here. But good teachers are not made all at once. Our young men and young women, when they enter upon the business of teaching, have their characters as instructors yet to form. Surrounding circumstances will have a powerful influence in moulding their characters; and scarcely any a greater, than the manner in which parents conduct towards the teachers in co-operating with them, or in not doing it, in the instruction and training of the children. Here and there, it is true, a teacher will be found possessed of a degree of energy and self-reliance which will enable him, in spite of the neglect, or even considerable counteraction of his plans, on the part of the parent, to go forward and keep a good school, and mature his character for excellence in his profession. But by far the greater number will fail of doing this, if they are not sustained and encouraged by the parents of the children; and the writer believes that this is one of the principal reasons why there is so often a want of good government, and of what is called *tact* in the management of a school. To acquire this, young teachers need themselves a suitable training. One essential feature of the right kind of this training, is, that they should come under the countenance and judicious influence of intelligent parents, who understand practically, the wise management of children. Teachers, in order to succeed, especially in discipline, must have much of parental experience and feeling; and it is necessary in order to their acquiring this in the best and most expeditious way, that parents should take an interest in them and their employment, and afford them much of their counsel and co-operation.

We have, as yet, no normal schools, or seminaries for the training of teachers. Till this is the case, they can be trained only in the very schools where they teach. The condition of these schools, and especially the manner in which parents regard and treat them and the teachers, it must be evident, will have a tendency, either for good or for evil in this matter, which can hardly be estimated. The simple fact that a teacher, and particularly a young and inexperienced one, perceives that he is countenanced and approved by the parents of his scholars, has a wonderful effect in inspiring him with resolution, and hope, and zeal in the faithful and successful performance of his duties. What a heavy responsibility, then, rests on the parents and guardians of youth, with regard to the single point of *training and qualifying for their occupation* the teachers of our common schools.

T. H. G.

CHILDREN SHOULD BE COMFORTABLE IN SCHOOL.

There are so many ways in which we are exposed to physical inconvenience, and our ability to apply our minds to any thing useful is so much influenced by our feelings, that we should be exceedingly attentive to the condition of children under our care. The more thought and regard should be had for them, because they are generally so unlikely and so ill qualified to account for their sensations, and to trace their conduct to the right sources, when it springs from the circumstances in which they are placed at school.

In the suggestions we have made, from time to time, respecting school seats and benches, we have repeatedly allu-

ded to the importance of separating children, by some means or other, so that they may not encroach upon each other. "You can't think how uncomfortable I am sometimes," remarked a child in my hearing, the other day: "for part of the time I sit at a desk where I cannot touch my feet to the floor, and part of the time I am on a low bench, where the other boys crowd me. Sometimes there are too many, so that we can't help sitting too close; and sometimes the great boys push up against me, when the teacher does not notice them. I get so tired that I feel as if school would never be done."

Now we can easily appreciate the feelings of a child situated in like circumstances; and although the complaint might seem to some hearers as puerile, and worthy of no serious attention, or perhaps as deserving a rebuke, it arose from real evils, from sufferings of no slight nature, but such as naturally might, and probably did exert an unfavorable and a necessary influence on his studies, and his feelings towards the school and every thing connected with it. This may serve as a specimen of what we may call *the trials of children*. They have trials, and many of them are such as are peculiar to themselves. They are however often important, and the more so, because they are of frequent recurrence. Probably they suffer more severely and more repeatedly from them, because their elders are not exposed to them, and therefore are apt to overlook them. Suppose we were unprotected, by the good manners of others around us, from such encroachments and interferences with our convenience and common comforts as the ill-bred sometimes make: how much vexation and irritation might we experience! In a crowded vehicle we occasionally have a specimen of what might more frequently try our tempers, if circumstances were not usually more favorable. Whoever can recal his sensations in such a case, will probably be ready to admit, that the trial, if daily repeated, might work an unhappy effect on his character, in spite of all his self-control and good judgment. Could he study to the best advantage, while confined, without the free use of his limbs? Could he suppress such feelings of irritation as are apt to arise from a sense of indignities received? If a case can be supposed, in which an adult could be situated in circumstances similar, in these respects, to those of the child referred to, might we not even compare his trials with those of a victim of oppression in a prison or an inquisition?

It is not our intention in any degree to magnify the difficulties of the case, nor to exaggerate the inconveniences to which children may be exposed through mismanagement at school; but it is evident that they may suffer great and prolonged trials, even through inattention or a want of consideration in their teachers; and we know that physical comfort and ease are of primary importance to their moral and intellectual improvement. Many a teacher, we have but little doubt, may now be daily counteracting himself, through want of sufficient knowledge on subjects of this nature. Many a school might be rendered more orderly and studious, by being made more commodious, and better regulated for physical comfort.

SCHOOL COMMITTEES AND JUSTICES OF PEACE.

Compare the office and the duty of a school-committee man, with the highly esteemed office of a justice of the peace. Here are two classes of legal officers, each intrusted with the administration of a portion of the public sovereignty. But here the analogy ends. The grand aim of the school-committee man is, to educate the rising generation,—his own children, and the children of his neighbors and townsmen—in a fitting and proper manner;—to educate them as though they were men, and not animals; beings who are incapable of remaining stationary—necessitated to rise or fall—who have started upon a career, and who

must run that career—who must advance in some direction, either towards honour or infamy. These children are now ignorant, but they cannot remain so. It is the compulsion of their natures, and of the institutions under which they were born, that they must learn something; and if they do not acquire a knowledge of good, they will of evil. Company after company of these children are daily coming upon the stage of life. They are becoming parts and members of a system, where true knowledge is indispensable to happiness, and in which erroneous notions and convictions will inflict dreadful privations and calamities. The moral, like the natural world, is full of irresistible movements and tendencies, and if one understands them and acts in accordance with them, they are his co-workers, they will carry forward and perfect all the plans which his wisdom may devise; but they overwhelm whomsoever is ignorant of them, or acts in contrariety to them. The children, too, are daily forming characters and habits. These are to fix their internal state of mind, and their social position in after life. By these, they are to be contented, happy, respectable, useful, honorable, nobly great and good; or depraved, grovelling, infamous in life, ignominious in death. The habits, they are now forming, are accelerating velocities towards the gulf of ruin or the summits of blessedness. The duties of the school-committee men point not only to the welfare of the rising generation, but to that of their descendants, and so onward, through indefinite periods;—to the welfare and prosperity of their country, and to the influences of that country upon other countries and other times. Their influence has no limits. Earth and time present no bounds. It enlarges outward and onward into immensity and infinity. The human imagination cannot compass it. And the duties of this officer are connected, not remotely and cautiously, but immediately and directly, with this universe of interests.

Now we have no disposition to disparage the rank, or slur the honor, of those who hold commissions, as justices of the peace. Let them have the credit of it. With some exceptions, the office is conferred upon men of more than ordinary intelligence and respectability;—and surely it is as just, that a man should enjoy the fruits of his own industry. We are simply aiming at a comparison of the inherent worth,—the intrinsic merits of deciding on twenty dollar cases and small assaults and batteries, and petty larcenies, as compared with the power of communicating that knowledge, which will enable a man to meet the various events, and perform the various duties of life, understandingly; as compared with an opportunity to inspire the love of order, of harmony, of good neighborhood; as compared with preventing street brawls, coarse insults, violence, and riot, and making it impossible, not merely that a man should purloin another's property, but that he should obtain it by craft, fraud or circumvention. In genuine dignity, in intrinsic value, in elevation of object, is not the office of the school-committee man indefinitely higher than that of the justice of the peace? The duty of the former is to march in the van of society; to lead mankind in the way of improvement; to conduct them to higher and higher points in the noble ascent of civilization. Amelioration, progress, are inscribed on his banner. But the justice of the peace comes in the rear of society; he bears a scourge in his hand; he sentences the spendthrift, who will not pay his debts; he imprisons the marauder upon another's property;—he provides lodgings for the loafer in the house of correction; he puts the tippler under bonds to eschew ardent and keep the peace. His duty leads him amongst a motley crew of vagabonds, pilferers, brawlers, Bullies, tatterdemalions, as ragged as Falstaff's soldiers,—the scathed and blasted fragments of humanity. He may hold his commission for the whole seven years, and never have occasion to decide one cause between two respectable men. He has nothing to do with radiant, happy children, but only with those wrecks of manhood, who float for a short period on the surface of society, before sinking, ignominiously, into the grave.

How passing strange it is, that the relative honor and dignity, the social rank, of these two officers should thus have been inverted,—absolutely turned end for end, in the estimation of society;—that any man should be found, who will expend money, fee counsel, buy books, to qualify himself for dealing out the retributions of the penal code against criminals, but will not bestow a cent nor an hour to fit himself to administer the mercies and the beneficence of the law in behalf of the children;—in fine, that any man should have such perverted ideas of honor as to care more for whipping rogues, than for rearing good citizens!—*Mass. Com. School Journal.*

DUNN'S SCHOOL TEACHER'S MANUAL.

CONTINUED.

ARITHMETIC.

Begin, first of all by referring the pupil to *sensible objects*, and teach him to compute what he can see, before you perplex him with abstract conceptions. A mere infant may in this way be taught to add, subtract, multiply, and divide, to a considerable extent.

"You take a skein of ruffled thread; and, if you can find the end, you carefully draw it through all its loops and knots, and in a few minutes it is unravelled. Now just in this manner must the minds of children be exercised in finding out the truth of some abstract proposition. To a mind not so exercised, a very simple ques-

tion will be extremely formidable. How often have not only children, but their elders, been puzzled by the simple question, 'What is two-thirds of three-fourths of any thing?' Now to get at the truth required here, it will be seen how necessary it is to get at that part of the proposition that can be laid hold of; that is to say, the part to which the mind can *attach*, from its being something known: it would in this case, of course, see first that three-fourths were *three-quarters*; and then it would soon discover that *two-quarters*, the two-thirds of them, must be half. We give this and other illustrations, to show that, by applying the analytic process properly, a very small quantity of real knowledge will produce a very large proportion of arithmetical power; therefore it is not so much the knowledge that they may be fixed dogmatically in the mind, that will serve your purpose, as that which the mind itself evolves in its process of elaboration. It will be the business of the teacher to help the mind to create its own strength, and this he will do by subjecting it to wholesome and judicious exercise."

Take care that your pupil never proceeds to a second example in any rule, until you are quite sure that he thoroughly understands the first. No matter what time may be consumed upon this introductory effort,—he must not be allowed to go on with partial and inaccurate notions of what he is about.

If he does not understand it, the teacher should be able to discover the reason why, and then he can apply the remedy. This is to be done only by questioning the scholar and tracing his associations, and finding out what he is thinking about, and how he is thinking about it. Without doing this, the teacher is as likely to perplex the scholar as to assist him by his explanations. Secondly, when a scholar does not understand the question or proposition, he should be allowed to reason upon it in his own way, and agreeably to his own associations.

The business of the teacher is, *not* to send his pupil to an unintelligible rule, but first to make him see the *difficulties* of the question which has baffled his ingenuity; then to lead him on, by a *succession of questions*, to discern the *principle* he is in search of; and, finally, to let truth so break upon his mind, that, by the possession of it, he may be only incited to pursue with fresh vigor other and more difficult investigations. Arithmetic thus taught becomes a fine mental discipline, and strengthens the intellectual powers, instead of resting only in the memory.

But in order to carry on this mode of tuition, *your own explanations must be clear and simple.*

Again, *You should never underrate the difficulties of your pupils.* A child will not apply vigorously, unless it sees that its efforts are appreciated; unless it perceives that you recognize the difference between its capacity and your own. The attention which such a one can give to a difficult process is at best but limited; the intellect is soon exhausted, and the effort it makes is often painful while it lasts. * * "A good school-master," says old Fuller, "minces his precepts for children to swallow, hanging clogs on the nimbleness of his own soul, that his scholars may go along with him."

GRAMMAR.

The teacher might commence the conversation by remarking, in as clear a manner as possible, that every word in the language, like every boy in the school, belongs to some class. Stopping some seconds to ascertain that this simple fact was well understood, he might remark, that the only difference is, there are eight classes of boys in the school, but nine classes of words. This would be followed by saying, 'Tell me the names of any things you see.' A number of things being named, he would say, 'Tell me the names of some things which you cannot see.' Several being mentioned, the question would be put, 'What have you told me about these things?' *Ans.* 'Their names.' Now the teacher would observe, all these names which you have mentioned belong to one class; the name of that class is, '*Nouns*;' all names belong to it, for the word Noun means Name. Goodness, Justice, Height, Depth, Length, and Breadth, and every name you can possibly find, even 'Nothing' itself belongs therefore to this class, because it and all these are names.

Having proceeded thus far, he would judge it desirable to retrace his steps, to ascertain if he were thoroughly understood. He would therefore ask one, a dull boy in the draft, 'How many classes of words are there?' Another, 'What is the name of the class of words about which we have been speaking?' A third, 'What is the meaning of the word Noun?' A fourth would be asked to mention some name which did not belong to it; a fifth, what part of speech Nothing was. In this manner the teacher would ascertain if the attention of the class had been effectually directed to him. Pursuing his subject, he would ask them to mention a name. Supposing 'desk' to be mentioned, the question would follow, 'Tell me something about desk.' They would mention long, narrow, wooden, strong, and other qualities, in rapid succession. The draft thus exercised would be led to discover that these are qualities, and

although intimately connected with, are not nouns themselves. To assign these to another class, and to give it the name of 'Adjective,' proposing some questions to insure his being thoroughly understood, would be his next object.

The verb would be introduced, by asking them to tell him some word which implied motion. 'Fly,' 'run,' 'go,' and many others being given, he would class them under the name of 'Verbs.' Some general questions would again ensue.

Proceeding with his subject, he would ask them to mention one of the verbs they had just named; perhaps 'speak' would be selected. 'Tell me,' he would say, 'how I speak.' Ans. 'Slowly.' Quest. 'In what other ways might a person speak?' Ans. 'Quickly, loudly, softly, intelligibly, roughly.' Quest. 'What do all these express?' Ans. 'The manner of speaking.' Remember, then, all words which express the manner of acting, are ranked in a separate class, called 'Adverbs.' Quest. 'What is the meaning of the word Adverb?' Ans. 'To a verb.' Quest. 'What is the difference between an adjective and an adverb?' Ans. An adjective expresses the quality of a noun, an adverb the quality of a verb. Quest. 'Is it correct to say the sea is smoothly?' Ans. 'No.' Quest. 'Why?' Ans. 'Because sea is a noun, and requires an adjective.' Quest. 'If I speak of the sailing of a ship, must I use the word calm or calmly?' Ans. 'Calmly.' Quest. 'Why?' Ans. 'Because sailing is an action.'

"The Pronoun is of very easy introduction; its name 'for a noun,' sufficiently expresses its use, and a few examples are all that in this stage of the business is necessary. The Articles require only naming, referring to a few instances in which they are used; and Interjections are as readily distinguished.

"The distinctions of these seven parts being well impressed on the mind of the pupils, the teacher proceeds to the remaining two, which at the first glance, do not appear to admit of a very clear separation. The one is illustrated by the teacher's taking a slate in his hand, and saying, 'Tell me all the words you can think of, which express situation in reference to this slate.' The answers, 'above,' 'below,' 'under,' &c., will bring forth the Prepositions, and a reference to a hinge, will explain the Conjunction, which, when the other eight are known, requires no further distinction.

"When the class has arrived at this point, the teacher reads some sentences from his book, and requires each boy in turn, to class the words and give his reasons. Being well prepared for this exercise, it is rarely of long continuance. In the ensuing lessons, it would be observed that the articles, the gender and properties of nouns, the degrees of comparison in adjectives and adverbs, the kind of verbs, and the varieties of the pronoun, have all relation to the number three. This presents an opportunity of giving a sure and ready index to these variations which so often and so long perplex master and pupils. Thus learned, they are obtained at once and forever.

"The influence of one word on another, or syntactical parsing, is now easily unfolded. A sentence being read, the teacher, at his discretion, makes various alterations in its construction, each of which is made the subject of inquiry. Care being taken that the difficulties are seen and felt, the teacher gradually leads the pupils by questions to their elucidation. Other sentences of a similar kind are then introduced, and the rule comes in as the result of their own observation and inquiry. It is thus seen to rise necessarily out of the language, instead of being arbitrary and indefinite; and so far from being a burden on the memory, and exciting disgust, it is welcomed as the result of a clear investigation, and cherished in the memory, from a thorough conviction of its truth and suitability."

GEOGRAPHY.

"The first step necessary to enable the pupil to acquire ideas from representation, is to teach him the relation of the one to the other. I know not of any mode so effectual to make the pupil familiar with the nature of maps, as to teach him to construct them from nature, and this may be accomplished, at the same time that he is learning to observe the objects around him.

"Let the course of observation to which we have referred, be extended to every thing within his horizon, and let him learn the individual name attached to every object of importance. Let him learn to observe them from different points of view. Point out to him the varying position of the sun. Let him observe its direction in the morning, at noon, and at evening,—and then show him the north star, and he will thus find the marks for the four standard points to which he is to refer all descriptions of the situations of places. Let the terms *east*, *south*, *west*, and *north*, be attached to these points, *only when he has learned the need of them*; and not be employed before he has acquired distinct ideas of them. Let him observe the direction of the great objects of the landscape, first from one prominent point, then from another. Let him notice those which are in a range or 'row' with each other from his station—those which are on opposite sides—those which would form a triangle—and those which would make a square, or a cross, and thus fix the positions of every important place in his mind, so that he could sketch

a map of these points and lines from his imagination as well as from direct perception.

"But he must in the mean time be taught the construction of maps of a much smaller space. Let him draw upon the slate, no matter how rudely, a square to represent the table upon which he is writing, or the room in which he is sitting. If practicable, let him look down upon it from the ceiling above; but in any event, let him mark the spot on which every object is placed, with its size and shape, as it *would appear* from above. As soon as he has repeated this so often, that he perceives the want of accuracy in his rude representations, furnish him with a scale to measure the room or the table, and the distance of the respective objects from each other; and supply him with a smaller rule, adapted to the size of his slate, divided into an equal number of parts. Then direct him to transfer, after the measurement of every line or distance with the larger rule, an equal number of parts with the smaller upon his slate, until every object is represented in proportionate size, and relative situation, with a good degree of accuracy. This he will be told is a *plan or map*; and as his observations abroad are going on, he will probably be himself anxious to employ the same method to represent the various objects of the landscape before him. He should be led on, however, by graduated steps. Let him draw an entire plan of the house in which he lives, of the garden attached to it, and of the farm or grounds around it. So far as it is practicable, let every effort be followed by *measurement*, as in the map of a room, in order that the habit of accurate observation, so valuable in life, may be cultivated, at the same time that he acquires a correct idea of distances.

"The pupil will now be prepared to delineate with more or less accuracy, the outlines of the country around him, and by observing carefully the ranges of objects, he may arrive at a tolerable degree of accuracy by mere inspection. He should be accustomed also to ascertain short distances by paces, and longer ones by an accurate observation of the time which is spent in passing over them, either on foot or in a carriage, and to register all the circumstances which are necessary for his map. As his perception of accuracy increases, he may be taught to trace the deviations from a straight line in a stream or a road; and if circumstances admit, he should be allowed the use of a chain or tape measure and a compass, as soon as he is capable of employing them.

"After the pupil has become familiar with the construction of these simple maps, he should be taught to draw them on every variety of scale, until he ceases to think of the size of the map before him, and by immediate reference to the scale of measurement, should learn to perceive at once, through the medium of a map, the great objects which it represents, instead of the lines and points upon its surface, just as we receive ideas through the medium of words. It will also facilitate his transition to other maps, if he be accustomed to draw a meridian through some prominent object, from an observation of the North star, or a shadow at noonday, and to divide the map by other lines, drawn parallel and perpendicular to it, at regular distances. It will aid still farther in his transitions, if the central line from east to west be assumed as an *equator*, and distances be reckoned in both directions, from this and the first meridian.

"Let me not be told that this is *theory*, plausible upon paper, but impracticable in its execution. It is but the *history* of what *has been done*, and *still is done*, in the schools of Pestilozzi and his followers in Europe. To be continued.

A SUPPLICATION TO THE PEOPLE OF THE UNITED STATES.—CONCLUDED.

Gave,—that generous benefactor,—that magnanimous philanthropist, is almost provoked. He declares that he has a good mind, for once, to demand back his donations from the temper-trying miscallers. I gave a thousand dollars, this very day, towards the completion of Bunker Hill Monument. But don't say of me—he *gin*. I never *gin* a cent in my life.

Get,—that enterprising and active character, who, generally, in this country, helps *Give* and *Gave* to the whole wherewithal of their beneficence, and gains for old *Keep* all his hoarded treasures, and is a staunch friend of all the temperate and industrious of the working-men's party,—*Get* stops to complain, that some of those he serves the best, call him—*Git*. And he is very reluctant to get along about his business, till some measures are taken to prevent the abuse. *Get* is now waiting, ye workies of all professions; what say? Will you still, with a merciless *i*, make him *Git*?

Gum, is always on the *jaw*, that he is so often called *Goomb*, in spite of his teeth.

Gown,—that very lady-like personage, is sighing away at the deplorable *de*-formity that *de*-spoils her beauty in the extreme, as is *de*-veloped in the following *de*-tail, *Gown-d*. Oh! ye lords of language! if ye have any gallantry, come to the deliverance of the amiable *gown*, that she may shake off this Dependent.

Handkerchief,—your personal attendant, is also distressed in the extreme. She is kept by many from her chief end in the following cruel manner—*Handker-cher*.

January,—that old Roman, is storming away in the most bitter wrath; shaking about his snowy locks, and tearing away at his icy beard, like a madman. "Blast 'em," roars his Majesty of Midwinter, "don't they know any better than to call me *Jinnary*?" They say, "It is a terrible cold *Jinnary*,"—then, "It is the *Jinnary* thaw." Oh! ye powers of the air! help me to freeze and to melt them by turns, every day for a month, until they shall feel the difference between the vowel *a* and the vowel *i*. My name is *January*.

Kettle,—that faithful kitchen-servant, is boiling with rage. He is willing to be hung in trammels, and be obliged to get his living by hook and by crook, and be hauled over the coals every day, and take even pot-luck for his fare,—and, indeed, to be called black by the pot;—all this he does not care a snap for—but to be called *Kittle*—*Kittle*! "Were it not for the stiffness of my limbs, I would soon take leg-bail," says the fiery hot *Kettle*.

Little,—allows that he is a very inferior character, but avers that he is not *least* in the great nation of words. He cannot be *more*, and he will not be *less*. Prompted by a considerable self-respect, he informs us that he is degraded to an unwarrantable diminutiveness by being called—*Leetle*. "A *leetle* too much," says one. "A *leetle* too far," says another. "A mighty *leetle* thing," cries a third. Please to call respectable adjectives by their right names, is the polite request of your humble servant—*Little*.

Lie,—that verb of so quiet a disposition by nature, is roused to complain that his repose is exceedingly disturbed in the following manner. Almost the whole American nation, learned as well as unlearned, have the inveterate habit of saying—*Lay*, when they mean, and might say, *Lie*. "*Lay* down, and *lay* a-bed, and let it *lay*," is truly a national sin against the laws of grammar. *Lie* modestly inquires, whether even the college-learned characters would not be benefited by a few days attendance in a good Common School. *Lie* is rather inclined to indolence, and has a very strong propensity to sleep; but he would not be kept in perpetual dormancy for the lack of use. Please to employ me on all proper occasions, gentlemen and ladies; here I *lie*.

Liberty,—is an all-glorious word—the pride and boast of our country. He has been the orator's Bucephalus—his very war-horse, with neck "clothed with thunder." Oh! how the noble creature is degraded! He is made by many a boasting republican, in this land of the free, to pace in this pitiful manner—*Libety*—*Libety*!! Ye sons and daughters of the Revolutionists, if you really aim at your country's glory, and the world's best good, give the *r* the heavy tramp of a battle-hoist. Not *Libety*, but *Liberty*.

Mrs.,—that respectable abbreviation, is exceedingly grieved at the indignity she suffers. The good ladies which she represents, are let down from the matronly dignity to which she would hold them, to the un-married degradation of *Miss*; and this in the United States, where matrimony is so universally honored and sought after. She desires it to be universally published, that *Miss* belongs only to ladies who have never been blessed with husbands; and that *Mrs.* is the legitimate, and never-to-be-omitted title of those who have been raised to superior dignity by *Hy-men*, (high-men.) N. B. *Missess*, for which *Mrs.* stands in writing, is generally contracted in speaking to, or of, ladies, by leaving out the letters T and R, in this manner—*Missess*. Oh! ye "bone and muscle of the country!" how can ye refuse to comply with so gentle and lady-like a request? We pray you that from the moment the sacred knot is tied, "until death shall part," you will say—*Misses*. (Oh! how honored your own name to have such a title prefixed!) "*Misses* So-or-so, in what manner can I best contribute to your real and permanent happiness?" That's a good husband!!

Oil,—you all know, has a disposition smooth to a proverb; but he is, to say the least, in great danger of losing his fine, easy temper, by being treated in the altogether improper manner that you here behold—*Ile!* *Ile!* Poor Oil has been for centuries crying out O! O! O!! as loudly and roughly as his melodious but sonorous voice will permit; but they will not hear—they still call him—*Ile*.

Potatoes,—(those most indispensable servants to all dinner eating Americans, and the benevolent furnishers of "daily bread," and indeed the whole living to Patland's poor.)—*Potatoes*—are weeping with all their eyes, at the agony to which they are put by thousands. They are most unfeelingly mangled, top and toe, in this manner—*Taters*. Notwithstanding their *extremities*, in the most *mealy*-mothed manner they exclaim,—Po! Po! gentlemen and ladies! pray spare us ahead, and you may bruise our *tees* and welcome. Still, you must confess, that *Potaters* is not so sound and whole-some as *Potatoes*.

Point,—allows that in some respects he is of very minute importance; but asserts that in others he is of the greatest consequence, as in argument, for instance. He is, in zeal, the *sharpest* of all those who have entered into the present subject of Amelioration. *Point* is determined to prick forward in the cause, till he shall be no longer blunted and turned away from his aim, and robbed of his very nature, in the *measure* you here perceive—*Pint*. Do not dis-appoint your injured servant, indulgent masters.

Philadelphia,—takes off his broad brim, and in the softest tones

of brotherly love, implores the people of the United States to cease calling him by that harsh, horrid, and un-brotherly name—*Fellydelphy*. It deprives him of his significance, and ancient and honorable lineage, as every Greek scholar well knows. "Oh!" cries the city of "Brotherly Love," in plaintive, but kindly accents, "do understand the meaning—behold the amiableness—hearken to the melody, and respect the *sincerity* of *Philadelphia*."

Potry,—What a halo of glory around this daughter of Genius, and descendant of Heaven! Behold how she is rent asunder by many a pitiful proser, and made to come *short* of due honor. *Potry*!—Apollo and the Muses knew nothing about *Potry*.

Quench,—that renowned extinguisher, whom all the world can't hold a candle to, is himself very much *put out*, now and then, from this cause,—some people permit that crooked and hissing serpent *S* to get before him and coil round him, while he is in the hurry of duty, as you here see—*Squench*; and sometimes they give him a horrid black I, thus—*Squench*.

Rather,—is universally known to be very nice in his preferences, and to be almost continually occupied in expressing them. Be it as universally known, then, that he is disgusted beyond all bearing at being called—*Ruther*. Oh, how from time immemorial, has this choice character suffered from the interference of *U, ye masters*!

Sauce,—has a good many elements in him, and, above all, a proper share of self-respect. He thinks he has too much spice and spirit to be considered such a flat as this indicates,—*Sass*.

Saucer,—complains that he is served the same *sass*. Between them both, unless there is something done, there may be an overflow of *saucesness* to their masters.

Scarce,—is not a very frequent complainant of any thing, but he is now constrained to come forward and pour out more plentifully than common. He complains that certain *Nippies*, both male and female, and hosts of honest imitators, call him *Seauce*, thinking it the very tip of gentility. He will detain you no longer, gentlemen and ladies, for he prefers to be always—*Scarce*.

Such,—does not complain of mistaken politeness, but of low and vulgar treatment like this—*Sich*.

Since,—has been crying out against the times, from the period of his birth into English. It is abominable, that a character of such vast comprehension, should be so belittled. He embraces all antiquity—goes back beyond Adam,—yes, as far back into the unbeginningness as you could think in a million of years, and unimaginably further. And, Oh! his hoary head is bowed down with sorrow at being called by two-thirds of the American people, *Senec*. It is hoped that all the Future, and all the Past, will be—*Since*.

Spectacles,—those twin literati, who are ever poring over the pages of learning, raise eyes of supplication. They say that they cannot look with due respect upon certain elderly people, who *pronounce* them more unlettered than they really are, as you may perceive without looking with their interested eyes—*Spietacles*. Venerable friends, pray *c us*, *c us*, and give us our due in the matter of letters, and cry—*Spectacles*.

Sit,—has been provoked to stand up in his own behalf, although he is of sedentary habits, and is sometimes inclined to be idle. He declares he has too much pride and spirit to let that more active personage—*Set*—do all his work for him. "*Set* still," says the pedagogue to his pupils, and parents to their children. "*Set* down, sir," say a thousand gentlemen, and some famously learned ones, to their visitors. "The coat *sets* well," affirms the tailor. Now all this does not *sit* well on your complainant, and he *sets* up his Ebenezer, that he should like a little more to do,—especially in the employ of college-learned men, and also of the teachers of American youth. These distinguished characters ought to *sit* down, and calculate the immense effect of their example in matters of speech.

Sat makes grievous complaint that that he is called *Sot*. He begs all the world to know that he hath not redness of eyes, nor rumminess, nor brandiness of breath, nor flamingness of nose, that he should be degraded by the drunkard's lowest and last name—*Sot*. The court *sat*,—not *sot*,—the company *sat* down to dinner—not *sot* down; but "*verbum sat*," if English may be allowed to speak in Latin.

Shut,—This is a person of some importance;—and, although your slave, is a most exclusive character, as is said of the ultra-fashionables. He is, indeed, the most decisive and unyielding exclusive in the world. He keeps the outs out, and the ins in, both in fashionable and political life. He is of most ancient, as well of most exquisite pretensions,—for he kept the door of Noah's ark tight against the flood. Now this stiff old aristocrat is made to appear exceedingly flat, silly, and undignified, by being called, by sundry persons,—*Shet*. "*Shet* the door," says old Grandsire Grumble, of a cold, windy day. "*Shet* your books," says the schoolmaster, when he is about to hear the urchins spell. "*Shet* up, you saucy blockhead," cries he to young Insolence. This is too bad! It's abominable! A schoolmaster, the appointed keeper of orthographical and orthoepical honor, letting fall the well-bred and lofty mind—*Shut*—from his guardian lips, in the shape of *Shet*. Oh! the

plebian! Faithless and unfit pedagogue!! He ought to be banished to Shet-land, where by day he should battle with Boreas, and teach A B C to the posterity of Triptolemus Yellowley's ass;—and where by night his bedchamber should be the un-shut North,—his bed the summit of a snow drift,—his sheets nothing but arctic mists, and his pillar the fragment of an iceberg!! Away with the traitor to Shet-land! O most merciful American masters and mistresses! Shut has no relief or safety from the miserableness of Shet, but in U.

Told—is a round, sounding preterite, that is real music in a singing school,—it will bear such a round-mouthed thunder of voice. He feels the dignity of his vocation, and asks not to be kept out of use by such bad grammar as this—*Telled*. "He *telled* me so-and-so." Pshaw! that renowned talker and servaunt of old Peter Parley, *Tell*, declares that no one has ever derived existence from him by the name of—*Telled*. Pray, masters and mistresses, don't now forget what you have been—*Told*.

Yes,—that good natured personage, affirms that were he not of so complying a disposition, he would henceforth be no to every body who should call him—*Yis*. To this pleasant hint, ye kindly ones, you cannot but say, *Yes! Yes!!*

Finally, *hearken!* There is a voice from the past. It is the complaint of departing *Yesterday*. He cries aloud—Give ear, O, To-day, and hear, O To-morrow! Never, never more, call me *Yesterday!*

We have thus presented you, Sovereign Owners, with the complaints and groans of a considerable number of our race. There are, doubtless, many others, who are also in a state of suffering, but who have uncommon fortitude, or too much modesty, to come forward publicly, and make known their trials to our whole assembled community. Should the abuse of any such happen to be known to you at any time, we pray that the same consideration may be given to them as to the rest.

Now, Sovereign Masters and Mistresses, and Rightful Owners, shall these visions of hope be realized? Shall the condition of our suffering brethren be ameliorated? Shall the era of good grammar, correct spelling, and proper pronunciation, be hastened forward by some benevolent exertions? Shall the present abuses be transmitted to the future or not? Shall the Golden Age of Speech speedily come, and last evermore?

That such improvement in their condition may be vouchsafed, is the humble prayer of your supplicants;—all whose names, being too numerous to be here subscribed, may be found recorded in Webster's great dictionary.

DUTIES OF PARENTS AND TEACHERS.—CONTINUED.

DUTIES OF THE TEACHER.

1. *He should imbue himself with a feeling of the importance of his work.* If he would gain the confidence of his employers, he must be prepared to show to them evidence of a living interest in his profession. But this cannot be shown unless it be deeply felt. In contemplating his duty, the teacher should form elevated conceptions of his sphere of action, and he should aim at nothing less than such an ascendancy over the minds of his pupils as will enable him to govern, to instruct, and to elevate them as moral beings, as these several acts should be done.

2. *He should seek frequent opportunity of intercourse with the parents.* Though the advances toward this point, by the strict rules of etiquette, it would seem should be made by the parents themselves, (as by some it is actually and seasonably done) yet, as a general thing, taking the world as we find it, the teacher must take the lead. He must often introduce himself (uninvited) to the people among whom he dwells, calling at their homes in the spirit of his vocation, and conversing with them freely about his duty to his children and to themselves. Every parent of course will feel bound to exercise courteous civility in his own house, and by such an interview, perhaps, a difference of opinion, a prejudice, or a suspicion may be removed, and the foundation of mutual good understanding may be laid—if done in a right spirit it certainly will be laid—which many little troubles cannot shake.

3. *He should be willing to explain all his plans to the parents of his pupils.* If they had implicit confidence in him, and would readily and fully give him all the facilities for carrying forward his designs without explanation, then perhaps this direction might not be necessary.—But as the world is, he cannot expect spontaneous confidence. They wish to know his designs, and it is best that they should be informed. The readiest way for the teacher to interest them in the business of education, will be freely to converse with them concerning the measures he intends to adopt. If his plans are judicious, he of course can show good reasons why they should be carried into effect; and parents in general are ready to listen to reason, when it is directed to the benefit of their children. Many a parent, upon the first announcement of a measure in school has stoutly opposed it, who, upon a little conversation with the teacher, would entertain a very different opinion, and ever after would be most ready to countenance and support it.

It seems to us a teacher may safely encourage enquiry into all his movements in school. There is an old saying, in our opinion a mischievous one, which enjoins it as a duty upon all, to "tell no tales out of school." We see no objection to the reverse of this. Why may not

every thing be told, if told correctly? Would it not do away very much of the existing suspicion, already spoken of, if it were understood, that there was no mystery about the school? Let this be the case, and the teacher would be careful never to do anything or say anything which he would not be willing to have related to the parents, or even to be witnessed by them. We would that the walls of our school-rooms were transparent as you look inwards, so that any individual unperceived might view with his own eyes the movements within. We believe there has already been much mystery within our school-rooms, and the sooner we have daylight the better.

In this connection it may be proper to suggest, that the teacher should encourage the frequent visitation of his school, by the parents of his pupils. When this takes place, let him be exceedingly careful that he does not, in any instance, deviate from his accustomed usages on their account. Let all the recitations and explanations be attended to, all praises and reproofs, all rewards and punishments be as faithfully and punctually dispensed as if no person were present. Such visitations, it is believed, would be highly useful under such circumstances. But if the teacher make them the occasions for the exercise, before the school, of ostentation and hypocrisy, then no good results may be expected.

4. *The teacher should be frank in all his representations to parents concerning their children.* This is a point upon which many teachers most lamentably err. In this, as in every other case, "*honesty is the best policy.*" If an instructor inform a parent during the term, that his son is making rapid progress, or, as the phrase is "doing very well," he excites in him high expectations; and if, at the end of the term, it turn out otherwise, the parent, with much justice, may be expected to load him with censure instead of praise. Let a particular answer, and a true one, always be given to the enquiry—"How does my son get along?" The parent has a right to know, and the teacher has no right to disguise any of the facts.

The main duties which the teacher directly owes to his pupils, we think we have now noticed. He should study faithfully and feelingly the relations he sustains to his pupils and their friends; he should carefully perform every known duty in its time and after its manner, according to the dictates of his own conscience. Let him do this, and he can be happy in his own mind. Yet, when he has done all he can do, the question of his success will depend very much upon the PARENTS OF HIS SCHOLARS.

The people of this state have always been distinguished for the respect with which they have regarded common education. The Pilgrims, who were the first European settlers of their territory, and the founders of their institutions, were men distinguished by their learning, as well as by their attachment to freedom and religion. They understood fundamental truths, which, notwithstanding all that has since been discovered, are still but little understood even by the wisest men not educated under the institutions which they founded.

They believed, what had nowhere been taught independently of the Holy Scriptures, that all men are capable of great intellectual improvement; and that the care of the mind is a great and general duty,—important to the public welfare; and not only so, but indispensable to the existence of a good government. They declared that one of the great and leading motives which induced them to leave Holland, after they had become for some time residents there, and to cross the Atlantic in search of a new home, was their desire to secure to their children a good education, to which the state of society in Holland was unfavorable. The Pilgrims did not regard opinions on education as mere points of argument. Far from it. They were among their most powerful practical grounds of action. Indeed, it appears highly probable, from their own declarations, that if they had regarded the education of their children with less interest than they did, they would have lived and died in Europe, and the colony of Plymouth would never have been planted.

If the opinions which they held, and to the plain and practical manner in which they exhibited them, it is owing, that their descendants are almost always found to be the advocates of education. Wherever a New Englander is found, there is found a mind prepossessed in favor of schools,—not of high schools, merely, not of colleges or academies,—but of common schools, town schools, district schools,—the very name of which implies their nature, viz., that they are pla

of instruction multiplied and scattered wherever they are wanted. Such institutions appear to the New Englander, from habit, if not from an intelligent perception of their worth, as one of the indispensable necessities of life. He has no idea of a comfortable, or even a tolerable state of society without them. He cannot feel at home in any place where he misses the common school house; and there is a blank in the enjoyments of the day, unless he sees the gay and interesting movements of the school-going train. Habit is too long fixed, and consequently too strong in the people of Connecticut to allow them to feel indifferent to common education. They think differently from the inhabitants of most other countries, they act differently, and their habits have powerful and pervading effects on the condition of society. Travellers of all nations who visit this state, are struck with the general appearance of good order, industry, comfort and intelligence among the people; and it is impossible for any person to deny, that such inhabitants are not a better safeguard to their country than navies, armies, and castles.

But a descendant of the Pilgrims, and especially an inhabitant of Connecticut, must be better able than other persons, to comprehend the benefits which flow from general education. The happiness of every member of society is increased by it. The rich cannot be too high to be independent of them; the poor cannot be so depressed as to be placed beyond their reach. Quite the contrary. The good order, active industry, and general comfortable circumstances of the neighborhood, are what give to the property of the rich almost all its value, while they afford to it a degree of security unknown amidst an ignorant, idle, and vicious population. So the poor become objects of proper interest, and commiseration, and receive tokens of sympathy, and acts of kindness from those who are intelligent enough to understand their case, and know how to lend a helping hand to a brother, without degrading him, or wishing to degrade him, to the level of a beggar.

It may not be necessary to enlarge on the benefits of common education, when addressing an inhabitant of this intelligent state; and yet there is some reason to fear, that they are too often overlooked, because they are so numerous, and so generally enjoyed. Those nations which possess a peculiarly fertile soil, or genial climate, seldom value it so highly as to make the best use of it in their power. And the same is true of other blessings, natural and moral, which Providence bestows on mankind.

It is of great importance to the people of this state, that they should well understand the nature and value of their advantages with respect to common education, that they may be induced to cherish, foster, and extend them. It might, therefore, be desired that every reader should give the subject particular attention, and ask:

"What would have been my condition if I had lived among a society where there were no public schools, and where there never had been any?"

Instead of these honest prejudices in favor of universal useful learning, which prevail around me, there would be prejudices against it. Instead of finding around me persons ready to understand and appreciate the value of knowledge, and to discriminate between good and evil, virtue and vice, I should be surrounded by people incapable of forming intelligent opinions on many important subjects, and liable to be mistaken, or misled by bad and designing men. The want of good laws, the insecurity of property and life, the absence of social and family enjoyments, the prevalence of bad men over the good, would have made a totally different state of society.

STATE COMMON SCHOOL CONVENTION.

Hartford, August 28th, 1839.

The Convention assembled agreeable to the notice in the invitation of the Secretary of the Board of Commissioners of Common Schools, in the Hall of the House of Representatives, at 10 o'clock, A. M. and was temporarily organized by the appointment of Nathan Johnson, Esq. Chairman, and Jesse Olney, Esq. Clerk.

Prayer by the Rev. Dr. Field, of Haddam.

On motion of Mr. Barnard, a Committee consisting of Mr. Barnard, Rev. Leonard Bacon of New Haven, and Rev. James McDonald of New London, was appointed to nominate officers, and bring forward the business of the Convention.

The following gentlemen, were then nominated and chosen officers:

HON. SETH P. BEERS, *President.*

HON. THOMAS S. WILLIAMS, } *Vice Presidents.*
REV. DR. FIELD, }

REV. D. H. SHORT, Danbury, } *Secretaries.*
THOMAS DOUGLAS, N. London, }

On taking the chair, the President gave a brief history of the several efforts which have been made since 1826, in the Legislature and out of it, to ascertain and improve the condition of the Common Schools of the State, and expressed his belief that the general spirit of inquiry, which was now abroad in Connecticut, and the labors of those who were entrusted with the supervision of the subject by the Legislature, would lead to the happiest results.

The Committee of arrangements reported in part, that Prof. Calvin E. Stowe, of Ohio, Hon. A. H. Everett, Thomas Cushing, Jr. Esq. of Boston, and Rev. Emerson Davis, of Westfield, had been invited by the Secretary of the Board of Commissioners, to deliver lectures before the Convention and had kindly consented to do so.

On motion of Gen. Johnson, it was voted, to assign 2½ P. M. to a lecture from Prof. Stowe, and 4½ P. M. to a lecture from Mr. Cushing.

Prof. Stowe, at the request of the Committee, gave an account of the history and condition of the public school of Cincinnati, which he considered equal to those of any large city in the country.

An important discussion followed the introduction of vocal music into the Common schools, in which Mr. Emerson, of Boston, Rev. Mr. Brewer, late missionary to Greece, and Messrs. Johnson and Barnard, of Hartford, took part.

The Convention adjourned to meet at the Lecture Room of the Centre Church, at 2 P. M.

Afternoon. Prof. Stowe delivered a lecture on "the necessity of increased efforts in the United States, to sustain and extend the advantages of Common School education." After a recess of 15 minutes, Mr. Thomas Cushing, Jr. of Boston, delivered a lecture on the "division of labor as applied to the business of teaching."

After the lecture Mr. Barnard presented some views on the importance of a gradation of schools, especially in the populous districts, and recommended strongly to such districts as were conveniently located for this purpose, to associate and form a union district, so that the younger children of each could be taught where they are now under a female teacher, and the older scholars of the uniting districts be placed in a Union School.

The Committee on business, presented the following question for the consideration of the Convention.

"What can be done to improve the condition of the common schools in our cities and populous villages?"

Adjourned to 7 o'clock.

Evening.—Mr. Everett read an Essay prepared by Mrs. L. H. Sigourney at the request of Mr. Barnard, on the importance of cultivating more widely "the perception of the beautiful," in our Common Schools. The essay dwelt somewhat on the necessity of making our school houses not only neat and comfortable, but every way attractive and beautiful.

The Rev. Mr. Bacon, then exhibited a plan of a school house about to be erected in New Haven, as in some respects the School house as it should be.

Mr. Barnard read an amusing description of "the district school house as it is."

The question proposed for discussion by the Committee was then taken up. The Secretary of the Board, by the way of introduction stated, that the deficiencies of our school system with two exceptions, were more apparent and more alarming in the cities and populous districts, where there were the more abundant means, and the strongest necessity to maintain good schools than in the country—that 5-6ths of all the non-attendance at any school in the State, was found here—that a larger proportion of the children who draw public money were in private schools, and that the greatest indifference as to the improvements of the schools prevailed. Mr. Barnard insisted on the establishment of a more vigorous and generous system for large towns, which should result in making the public schools the *best schools*, otherwise, they could not compete with the private schools. He concluded with alluding to the system of public schools in Boston.

Mr. Everett, then gave an account of the public schools in Massachusetts, dwelling on the Grammar schools, or schools of a higher order, which every town containing 500 families, are obliged to maintain. This order of schools supplied a want, which otherwise would be met by expensive private schools, and yet was as free as the district school.

Mr. Emerson of Boston, followed with a more particular account of the public schools of Boston.

They consist of three grades—*Primary Schools* for children from 4 to 7 years of age: Of these there are 90, and are calculated to accommodate 50 scholars each. These schools are taught by females. The number of children in 1838 was over 5000. *Grammar and Writing Schools* are the second in order. Children are admitted at the age of seven years, who can read easy prose, and continue in them, if boys, until they have arrived at fourteen years of age—if girls, until they are sixteen. Of this grade of schools there are 14. Each is accommodated with a school house, built at an average cost of \$15,000. Each school has two departments. And each department has two divisions. The Latin Grammar School and the English High School constitute the *third grade*. In the former, scholars are fully qualified for college; and in the latter, they have means of completing a good English education. Instruction is given in most of the branches pursued in colleges, with the exception of the classics and the higher branches of mathematics. These schools, taught by persons who receive as liberal compensation as they would get in either of the Professions, and supported at an expense of \$100,000 or more, out of the city tax, are as free as the public roads to the children of the rich and poor. Over 10,000 children are in these schools.

The superintendence of the public schools is given to a Committee consisting of two persons, elected annually, in each ward of the city, together with the Mayor and the President of Common Council. This committee appoint a sub-committee, consisting of one for each Primary School.

On motion of Rev. Mr. Bacon, the further discussion of the question was postponed until to-morrow morning. 10 A. M. of Thursday was assigned to a Lecture from Rev. Mr. Davis, of Westfield, Mass. Adjourned.

Thursday, Aug. 29. The question respecting Common Schools in cities, &c. was resumed and discussed, by the Rev. Dr. Field, T. S. Perkins, Esq., N. Landon, L. Kennedy, Esq., Hartford; Rev. Mr. Bacon, W. G. W. Fitzgerald, and Mr. Lines, New Haven; Rev. Mr. Burgess, Prof. Stowe, and Mr. Barnard. In the course of the discussion, the necessity of a gradation of schools—of a more liberal appropriation of money to their support—of higher moral instruction—of the Lancasterian system—of better qualified teachers—of Teachers' Seminaries—were severally dwelt upon.

The Convention then listened to a Lecture from the Rev. Mr. Davis, on "the Philosophy of Mind as applied to Teaching." Adjourned.

Thursday afternoon. The discussion of the morning was resumed and carried on by Dr. Field, Rev. Mr. Bushnell, Gen. Johnson, Rev. Mr. Brewer, Messrs. Barnard, Kennedy, Peirce of New York,

Baker of N. Hartford, Webb of Middletown, and the Rev. Mr. Short of Danbury.

After a short recess, the subject of making some provision for the education of teachers was presented by Mr. Barnard, and the Convention adjourned.

Thursday evening. Rev. Mr. Burgess introduced the following resolution, to embody the sense of the Convention on the subject which had occupied so much of its deliberations—which was adopted unanimously.

Resolved, That in the judgment of this Convention, it is of primary importance for the improvement of the public schools in our cities and populous villages, that in all such places, the schools shall be so graduated as to form a system, which shall afford to all children in the community, not only the first elements of knowledge, but, so far as may be possible, the best education which their age, leisure, and intellectual powers will qualify them to receive.

The committee of arrangements introduced the following resolutions, as embodying the sense of the Convention on several topics which were discussed incidentally during the session.

Resolved, That it be earnestly recommended to parents and school committees, to look more carefully into the condition of the school houses, and see if such improvements cannot be made in the ventilation, warming, seats and desks of the school rooms as to make them in all respects, not only healthy and convenient, but also attractive both to teacher and pupil.

Resolved, That for the purpose of securing the proper classification of our schools, and to admit of the application of the great principle of the division of labor in the work of instruction, the younger children of a district should be taught by themselves, in distinct departments, and more advanced pupils be placed under the constant care of a well qualified teacher:

And to this end, it be recommended, to such districts, as admit of to unite and form a Union school, as provided for in the "act concerning schools."

Resolved, That the establishment of Libraries for the use of children, teachers and parents in the several school districts, as authorized by the late act of the General Assembly, is recommended to the immediate attention of the friends of popular education in the State.

Resolved, That in the opinion of this Convention, provision should be made for the better encouragement of young persons of both sexes, of the right character and talents, to devote themselves to the work of Common School Instruction, and to prepare themselves for this responsible field of labor, and that by the establishment of Teachers' Seminaries, or by annexing a department for this purpose to some of the academies, or in some other way, immediate and efficient efforts should be made for the accomplishment of this object.

After a brief review of what had been said on these topics, by Mr. Barnard, the resolutions were adopted.

A Lecture was then delivered by Hon. A. H. Everett, on the progress of Moral Science.

On motion of Mr. Barnard, the thanks of the Convention were voted to the several gentlemen from other States, who had favored the Convention by their presence, and delighted and instructed all by their Lectures.

On motion of the Rev. Mr. Short, the thanks of the Convention were returned to Mrs. L. H. Sigourney, for her beautiful Essay which was read last evening.

The following resolutions were then presented and adopted:

Resolved, That an association of Teachers, for the purpose of mutual instruction, and the visitation of each others schools, be formed in each school society throughout the State.

Resolved, That the success which has followed the introduction of music into Common Schools in this and other States, warrant its more general introduction throughout the State.

Resolved, That the minutes of the proceedings of the Convention be signed by the President and Secretaries, and that the publishers of the several Newspapers in the State, be requested to copy the same.

The thanks of the Convention were then voted to the President, and the Convention adjourned.

SETH P. BEERS, President.

D. H. SHORT, }
T. DOUGLAS, } Secretaries.